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ABSTRACT

This paper describes a project to increase staff and student awareness of sex-role stereotyping and to decrease sexist practices of students and teachers. Workshops were held in one school as a pilot for the project and subsequently in seven other rather typical elementary schools in the Dallas (Texas) Independent School District. Prior to the workshops, all professional staff members who were to participate responded to an attitudinal questionnaire to determine their level of sex bias. The two to four hour workshops consisted of films, questionnaires, and small group activities aimed at uncovering sex-role stereotyping. Posttests indicated a significant decrease in sex bias. The behavioral goals of the program were to reduce the ratio of girls to boys involved in disciplinary procedures by 15 percent; to decrease the divergence between the grades of boys and girls by 15 percent; to raise the level of integration of boys and girls into physical education programs by 10 percent; and to raise the number of boys participating in choral programs by 5 percent. (Author/JM)

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SUPERVISING THE DEVELOPMENT AND
PRESENTATION OF A PILOT PROGRAM
TO REDUCE SEX-ROLE STEREOTYPING
IN DALLAS PUBLIC SCHOOLS

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Submitted in partial fulfillment of the requirements
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Title Supervising the Development and Presentation of a Pilot Program to Reduce Sex-Role Stereotyping in Dallas Public Schools

Descriptors Equal Opportunities, Equal Education, Sex Stereotypes, Sex Role, Sex Discrimination, Educational Discrimination

Abstract A project was proposed and initiated to increase staff and student awareness of sex-role stereotyping, with that awareness ultimately leading to a change in their behavior. Workshops were held in one school as a pilot for the project and subsequently in seven other fairly typical elementary schools in the Dallas Independent School District. Prior to the workshops all professional staff participants responded to an attitudinal questionnaire to determine their sex bias or lack of it. Students of the project schools also took an attitudinal questionnaire. Following the workshops, staff members developed and implemented classroom strategies designed to alleviate sex bias. After the implementation of strategies, both teachers and students took an attitudinal posttest. The posttests indicated a significant decrease in sex bias. In order to measure actual reduction in sex-role stereotyping, four behaviors were measured:

discipline referrals to the office (boys and girls); grades; boys' participation in choral programs; and integration of boys and girls into the physical education program. It was anticipated that the ratio of girls to boys involved in disciplinary procedures would be reduced by 15 percent, that the comparison grades of boys to girls would be raised by 15 percent, that participation or integration of boys and girls into physical education programs of the participating schools would be raised by 10 percent, and that the number of boys participating in choral programs would rise 5 percent for each school. These goals were met.

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1979

SUPERVISING THE DEVELOPMENT AND PRESENTATION
OF A PILOT PROGRAM TO REDUCE SEX-ROLE
STEREOTYPING IN DALLAS PUBLIC SCHOOLS

INTRODUCTION

In the September 25, 1977, edition of The Dallas Morning News there appeared an article entitled "Sex-Role Stereotypes Affect Children." The article was written by Drs. Cliff Jones and Peggy Landenberger, Dallas clinical psychologists with a specialty in child and adolescent psychology. A part of that article states succinctly why this practicum was done:

Our culture seems to impose heavy requirements on boys being boys and girls being girls. By 3, the child usually is aware of being a boy or girl. Soon, another learning settles in: males feel, think and behave in certain ways, females in others. What's involved in being masculine varies with the culture.... Sex-linked behavior and labels seem to develop in subtle ways.... Parents and teachers tend to help girls more than boys, reward girls for compliant behavior, reward boys for independent behavior.... Our rigid expectations of what's okay for girls and what's okay for boys can be crippling.... Recent studies of storybooks for children show little change during three decades in sex stereotypes portrayed.... So literature and television seem to be teaching rather rigid sex roles to children.... Parents take a private stand on sex roles by the restrictions and attitudes they place on children....

¹ Cliff Jones, Ph.D. and Peggy Landenberger, Ph.D., "Sex-Role Stereotypes Affect Children," The Dallas Morning News, September 25, 1977, sec. E, p. 6.

From age five to eighteen, children spend more time directly with educators than they do with their parents. It is also during this time that most of their individual attitudes are formed. Since the attitudes that educators take toward anything are bound to impact students, if children in Dallas are in contact with school personnel who are sexually biased, they are likely to carry on the sex roles dictated by that bias.

The goal of this project was to help educators see how they themselves viewed sex roles in our society. It was hypothesized that with that new awareness, those involved in the project would deliberately attempt to offer children a more objective view of what boys and girls can feel, do, and be.

IDENTIFICATION AND DOCUMENTATION OF NEED

In 1973 a study of sex discrimination in the Dallas Independent School District (DISD) was done by the Dallas Women's Coalition. Discriminatory practices were reported in the following areas: (1) required shop courses for boys and required home economic courses for girls on the junior high level; (2) imbalance of males and females in certain classes such as higher math; (3) sexist attitudes on the parts of teachers, particularly those who taught classes in which one sex was in the majority; and (4) perpetuation of sexism in the placing of students in certain jobs by distributive education teachers.

Partially as a result of the study, DISD teachers developed strategies aimed at changing these discriminatory practices. However, attitudes that have existed for centuries are not dissovred immediately. Laws exist now to regulate curriculum offerings, job opportunities, and promotional policies. Title IX of the Educational Amendments Act of June 8, 1972, prohibits sex discrimination in all federally assisted programs. But to document how slowly change involving human attitudes occurs, it took three years to implement the regulations. Title IX did not become effective until July of 1975. And the policy did not become effective

without a great deal of controversy and debate in Congress and throughout the states.

Title IX established the criteria that must be met in eliminating sex discrimination in educational programs, policies, and practices of those educational institutions or agencies that receive federal funds. The law states the following:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.²

The DISD receives Federal assistance, and consequently these policies apply to Dallas. Dallas has abided by the guidelines since their inception; however, the existence of sex discrimination in behavior and attitude goes far beyond what a law or set of policies can define and eliminate immediately. Sex discrimination has been entrenched through many generations.

²United States Federal Register 40(1975).

The repercussions of Title IX legislation are so far-reaching that the American community is just now beginning to detect its relevance. Since educators are influential in fashioning or transforming the ideas and attitudes of individuals and society, they must be positively influential if Title IX guidelines are to be accepted and if those factors which have historically established sex discriminatory practices are to be comprehended.

Dunkle (1975) has stated that sex discrimination has permeated every aspect of the educational process, including such diverse areas as personnel practices, recruiting and admissions, financial aid, teaching strategies, student rules and regulations, requirements for graduation, physical education and athletic opportunities, health care and insurance benefits, opportunities for employment advancement, textbooks and curriculum, counseling, extracurricular activities, vocational training, special programs and schools, single sex courses, and on and on.³

Concurrent with the implementation of Title IX in July of 1975, the DISD established compliance with Title IX guidelines as one of its priorities for the 1975-76 school year.

³Margaret Dunkle, "Title IX: New Rules for an Old Game," Teachers College Record 76 (February, 1975), p. 396.

An early activity of the District was to circulate a questionnaire entitled Title IX - Self-Evaluation Questionnaire: Nondiscrimination on the Basis of Sex. (See Appendix A, page 70.) The District's Department of Research, Evaluation, and Information Systems (REIS) administered the questionnaire and published a report presenting the responses they obtained. The questionnaire itself was divided into the following major parts: (1) personnel practices, (2) student services, (3) guidance and counseling, (4) teaching practices, (5) curriculum, (6) athletics-physical education, and (7) general information. The District graded itself well; however, there were definitely areas that needed adjustment because of sex bias.

For instance, one item under personnel practices dealt with "Advancement to and consideration for administrative position." Of the 172 staff people who responded to this item on the questionnaire, 104 felt the DISD practices "strongly favored" males. Another 52 felt that practices "favored" males. So 91 percent of the respondents felt that males were favored in advancement to administrative positions. The same tendency appeared in Section F, Athletics-Physical Education. Of the 172 respondents, 91 felt that boys were either "strongly favored" or "favored."

TABLE 1

TITLE IX - SELF-EVALUATION QUESTIONNAIRE
SECTION F - ATHLETICS-PHYSICAL EDUCATION

Curriculum offerings of the Physical Education program	<u>Strongly Favor Males</u>	<u>Favor Males</u>	<u>Show No Favoritism</u>	<u>Favor Females</u>	<u>Strongly Favor Females</u>
	58	73	26	15	0

In this case as well as that cited above, personnel were probably correct in their feelings. This discussion will not present specific statistics to support that contention, however, because they are not directly applicable to the objectives of this practicum. Recognition of tendencies is not irrelevant to the topic of this report, nonetheless.

Along the same line it should be noted that in the REIS report there were cases documented where the participants apparently did not recognize an obvious bias on their own part. For instance, in answer to a question regarding administration of disciplinary procedures by teachers, one half of the respondents felt there was no favoritism. More respondents felt that girls were favored but the response was not overwhelming.

TABLE 2

TITLE IX - SELF-EVALUATION QUESTIONNAIRE

SECTION D - TEACHING PRACTICES

Administration of disciplinary procedures by teachers	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>Shows No Favoritism</u>	<u>Favors Females</u>	<u>Strongly Favors Females</u>
	10	23	87	49	3

In actual fact, discipline referrals in the schools where these teachers taught indicate that 78 percent of those students referred to the office were boys. The table describing these statistics is below.

TABLE 3

ACTUAL DISCIPLINE REFERRALS FOR FIRST
QUARTER OF 1977-78 SCHOOL YEAR

<u>SCHOOL</u>	<u>TOTAL REFERRALS</u>	<u>BOYS</u>	<u>PERCENTAGE</u>	<u>GIRLS</u>	<u>PERCENTAGE</u>
1	315	245	78	70	22
2	226	225	99	1	1
3	146	98	67	48	33
4	187	126	67	61	33
5	103	78	76	25	24
6	98	68	69	30	31
<u>7</u>	<u>122</u>	<u>89</u>	<u>73</u>	<u>33</u>	<u>27</u>
7	1197	929	78	268	22

For the most part, however, the REIS report revealed conscious recognition of sexual bias in the DISD. So, for example, personnel indicated that when teachers assigned classroom responsibilities such as passing out materials, taking attendance, or collecting papers, girls were heavily favored. Of the 172 respondents 132 (77 percent) felt girls were "favored" or "strongly favored."

TABLE 4

TITLE IX - SELF-EVALUATION QUESTIONNAIRE

SECTION D - TEACHING PRACTICES

When assigning classroom responsibilities to students (i.e., taking attendance, collecting papers, etc.) teachers seem to	<u>Strongly Favor Males</u>	<u>Favor Males</u>	<u>Show No Favoritism</u>	<u>Favor Females</u>	<u>Strongly Favor Females</u>
	12	15	13	94	38

In the area of grading there was a tendency toward believing that girls were favored, although only 51 percent felt so.

TABLE 5

TITLE IX - SELF-EVALUATION QUESTIONNAIRE

SECTION D - TEACHING PRACTICES

Teachers grade students' course work in ways that	<u>Strongly Favor Males</u>	<u>Favor Males</u>	<u>Show No Favoritism</u>	<u>Favor Females</u>	<u>Strongly Favor Females</u>
	8	12	63	78	11

Actual data did indicate that girls did receive better grades than boys in a rather convincing fashion. of the 172 respondents, 162 were classroom teachers who figured grade points for the 1977-78 school year. These teachers had a total of 4287 homeroom students, 2020 of whom were girls and 2267 boys. The girls had a grade point average of 2.16 as opposed to the boys' grade point average of 2.87.⁴ There are four grades given each six weeks in the DISD: one for language arts, one for social studies, one for math, and one for health-science. No other courses are graded. When the teachers compared the boys and girls in their homerooms, there were only 13 teachers who reported that more boys made better grades than did girls in their individual homerooms.

In the month of September 1978, a simple questionnaire was sent to all the physical education teachers involved in the practicum which is the subject of this report. (See Appendix B, page 77.) There was a total of 12, eight men and four women. All responded to the questionnaire. Among these respondents it appeared that there was a total of 22 units taught; by units is meant activities such as football, basketball, horseshoes, gymnastics, and so on. Most teachers taught the same units, but since there is a great deal of flexibility in the DISD physical education curriculum,

⁴ The lower grade is the better grade. In Dallas the lowest ("best") grade in elementary school is a 1, and the highest ("worst") is a 4.

the units taught by a physical education teacher usually are his or her choice; consequently in counting the total units there was some overlap, but the total taught by the 12 teachers was 22.

An important fact to recognize at this point is that boys and girls during their elementary school years have very similar physical abilities. In most cases there is no need to separate them. No contact sports are played in Dallas' elementary schools; even football is touch football. It is significant then, that on this questionnaire only two teachers responded that they integrated team sports. One teacher did so in basketball, and one teacher in softball. In response to a question asking "How many other activities did you integrate?", five respondents answered that five units were integrated and seven were not.

Four of the seven schools represented had both a male and a female teacher. Three of the four responded that the male was responsible for the boys and the female for the girls. Obviously this fact gives credence to evidence that traditional sex bias still exists very much in the area of physical education as do the responses quoted above.

Reverting back to the REIS report on the self-evaluation questionnaire they administered, it was found that the respondents believed selection of students to participate in special choral programs "strongly favored" females.

Table 6 illustrates that 135 of the 172 respondents felt that the choral program selection process either "favored" or "strongly favored" females.

TABLE 6

TITLE IX - SELF-EVALUATION QUESTIONNAIRE

SECTION E - CURRICULUM

Selection of students for participation in choral classes	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>Shows No Favoritism</u>	<u>Favors Females</u>	<u>Strongly Favors Females</u>
	0	6	31	87	48

The feelings of the participants and reality coincided because the actual percentage of choral program female participants in the seven schools represented was 61 percent. (See Appendix C, page 78.) In the DISD all elementary school students are required to take music in grades 4-6. However, the figures in Appendix C refer to participants in special musical programs. All schools represented in this project presented at least two special programs before Christmas in the 1977-78 school year. These were production-type programs; that is, the teachers selected programs to be presented, chose the casts, and rehearsed the programs till the production ended. Since all the programs were presented outside the school day, to a degree the students had to try out for the parts. In all cases the choral teachers selected the parts. The reader can see in Appendix C that only in one school did the number of boys approach one-half the total number of program participants.

Responses such as those registered on these two questionnaires which have been discussed indicate that although equality of opportunity is one of the fundamental goals of our schools and our democratic way of life, it is still not as prevalent as we would like. Educators are foremost among those responsible for bringing about those necessary changes in our institutions which will eliminate

practices that discriminate against anyone on the basis of sex, race, religion, or belief. Like any established institution, schools are slow to change. But to assume on the grounds of that slowness that schools can do nothing to change societal role stereotypes is to assume that schools are always followers and never leaders. Schools have long been a battleground of changing societal values. Sex-role bias simply joins the list. Educators must provide positive leadership.

Unfortunately, much sex stereotyping is done by educators who are unaware of the thoughtless and ultimately demeaning ways in which they limit the aspirations of girls and place inappropriate demands on boys.

Believing in the merits of Title IX and seeing the need for an avenue to disseminate information about sex-role stereotyping in an orderly, consistent manner, the writers conceptualized this practicum. The three members of the group conducted a preliminary investigation before a specific program was undertaken. A personal survey was administered to all teachers (N=172) of seven DISD elementary schools. (See Appendix D, page 80.) Those schools were considered representative of DISD schools, and they were the sites for the workshops that comprised the year's project.

There were 31 items on the survey and two columns, each to be checked either male and/or female. The purpose of the survey was to document the respondents' perceptions of sex-role stereotyping. Respondents were to indicate the behaviors they perceived appropriate for males and/or females. A possible score of 62 was the ultimate indicator of freedom from sex bias. A score of 47 or less was considered to be a definite indicator that the respondent stereotyped sex roles.

Of the 172 participants in the project, 168 participants returned completed surveys. Analysis indicated that 148 of the respondents scored in the sex-bias range. The mean ($\bar{x}$) score was 38.

An adaptation of this same survey (Appendices E and F, pages 81 and 87) was presented to one class section of students in each of the schools. Grade levels from kindergarten through sixth grade were used. Of the 179 surveys returned, when the same criteria for sex bias were applied, 141 students scored under 47, and the mean ($\bar{x}$) score was 40. As might be expected, students were less prone to sex bias than were the educators; but sex-role stereotyping was nonetheless very evident in their thinking.

Although this may have been a relatively simple survey, the results demonstrated that not only educators but also

students tended to be biased in their thinking. Of course, school personnel are subjected to the same values as the rest of society; however, if young minds are to be freed from sex bias, then those who teach must become aware of their own biases and desire to change them.

PRODUCT OBJECTIVES

In addition to the process objectives, the practicum had the following primary product objectives:

1. The girl:boy ratio of disciplinary procedures recorded in 1977-78 will be reduced by 15 percent.
2. The comparison grades of boys will be raised by 15 percent. That is, when all grade points are added for boys and girls, the boys' scores will rise 15 percent on the total scores.
3. The physical education programs of the participating schools will be sexually integrated by 10 percent above that of 1977-78.
4. The number of boys chosen for choral programs in the participating schools will be increased by an average of 5 percent. That is, the percentage of boys will rise in each school at least 5 percent above the male participation in the 1977-78 choral productions.

DEVELOPMENT OF STRATEGY

Research to Develop Strategy

Relevance of Research in Selection of Strategy

Certainly it was obvious to the writers that attitudes were to be dealt with before action or a change of behavior would take place. Consequently it was necessary to research theory that leads from awareness to a change in behavior.

At one meeting about equal rights for women the statement was made that the opinions of participants at workshops on sex equality would cover a broad spectrum and often be expressed with strong conviction either for or against implementing educational equality between the sexes. That proved to be true in the search for the most effective methods to institute change. Apparently there are no neutral opinions about sexism.

A questionnaire was sent to all DISD principals to solicit strategies that had been successful in their school. Classroom teachers, resource administrators, and assistant superintendents were interviewed informally to expand the opportunity to learn more about their positions regarding implementing educational equality between the sexes.

Review of the Literature

The theoretical construct based on the work of Bloom, et al., was a beginning for this project. The change model based on the works of Toffler and Sedlock, et al., was certainly an instrumental influence in this paper.

Title IX of the Education Amendments Act of June 8, 1972 as contained in the Federal Register was the foundation of this practicum. "The Title IX Self-Evaluation Questionnaire for DISD Personnel" was another important source of information. An instrument that resulted from the questionnaire, "Analysis of Title IX Self-Evaluation Questionnaire" was also studied and applied to this project.

The three group participants reviewed the program and materials of Woman's Equality in Education (WE), a program made available through a federal grant to assist in a training program which diffused materials prepared through the Women's Educational Equity Component of the Texas Teachers Education Centers. Parts of these programs were indirectly incorporated into the practicum.

Ten local university libraries and the Dallas Public Library offered an abundance of media for survey and study. Each participant did a computer search on a different facet of the topics of sexism with emphasis on educators/education. ERIC descriptors of Behavior Change, Behavior Patterns, Change Agent, Change Strategies, Changing Attitudes, Sex Discrimination, Sex-Role Stereotyping, and Discriminatory Social Attitudes were

searched. Microfiche and microfilm reports from ERIC were identified and surveyed. The Dallas Public Library was the source of films and filmstrips.

Curricula materials which served as concrete objects of sex-role stereotyping were obtained from the Education Service Center of Region 10, a state-owned and -operated educational service center in Richardson, Texas.

This whole review of the literature was focused upon the areas of sex-role stereotyping in curriculum, access to courses, textbooks, teaching practices, student services and status, counseling, athletics, and physical education.

Study and Review of Research

William James recognized the cognitive and affective domains in 1890, although he used the term "subjective" in place of "affective." He acknowledged a fundamental unity of affective and cognitive behavior but separated them in an analysis to explain how cognitive behavior is involved in affective behavior:

The contrast is really between two aspects in which all mental facts without exception may be taken; their structural aspect, as being subjective, and their functional aspect, as being cognitions. In the former aspect, the highest as well as the lowest is a feeling.... In the latter aspect, the lowest mental fact as well as the highest may grasp some bit of truth as its content.... From the cognitive point of view, all are feelings....⁵

⁵ The Principals of Psychology, vol. 1, cited by David R. Krathwohl, Benjamin Bloom and Barthram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II (New York: David McKay Company, 1964), p. 173.

The three modes of behavior are cognitive, affective, and psychomotor according to Benjamin Bloom. These three variables are referred to as "domains of behavior." The relationships between the taxonomy categories of the two domains may be more easily understood by studying Bloom's chart.

CHART 1

[illegible]

The range of meaning typical of commonly used affective terms measured against the *Taxonomy* continuum.

The cognitive variable consists of behaviors which place primary emphasis on the mental or intellectual processes of the learner. The six levels of the cognitive behavioral variables are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The affective variable consists of behaviors which primarily emphasize attitudes, emotions, and values of the learner and are usually reflected by interests, appreciations, and adjustments. The five levels of the affective behavioral variables are:

1. Receive
2. Respond
3. Value
4. Organization
5. Characterization

The category of receiving has been divided into three sub-categories to indicate three different levels of attending to phenomena. Krathwohl lists awareness as the first sub-category.

CHART 2

THE RELATIONS BETWEEN THE TAXONOMY CATEGORIES
OF TWO DOMAINS

When one looks for relations between the subcategories of the two domains one finds that they clearly overlap. This overlap is implicit in the following descriptions of roughly parallel steps in the two continua. The terms set in *italic* are used as heads of divisions in the Taxonomy of the cognitive or affective domains. Their category numbers are given in parentheses.

- | | |
|--|--|
| <p>1. The cognitive continuum begins with the student's recall and recognition of <i>Knowledge</i> (1.0),</p> | <p>1. The affective continuum begins with the student's merely <i>Receiving</i> (1.0) stimuli and passively attending to it. It extends through his more actively attending to it,</p> |
| <p>2. it extends through his <i>Comprehension</i> (2.0) of the knowledge,</p> | <p>2. his <i>Responding</i> (2.0) to stimuli on request, willingly responding to these stimuli, and taking satisfaction in this responding,</p> |
| <p>3. his skill in <i>Application</i> (3.0) of the knowledge that he comprehends,</p> | <p>3. his <i>Valuing</i> (3.0) the phenomenon or activity so that he voluntarily responds and seeks out ways to respond,</p> |
| <p>4. his skill in <i>Analysis</i> (4.0) of situations involving this knowledge, his skill in <i>Synthesis</i> (5.0) of this knowledge into new organizations,</p> | <p>4. his <i>Conceptualization</i> (4.1) of each value responded to,</p> |
| <p>5. his skill in <i>Evaluation</i> (6.0) in that area of knowledge to judge the value of material and methods for given purposes.</p> | <p>5. his <i>Organization</i> (4.2) of these values into systems and finally organizing the value complex into a single whole, a <i>Characterization</i> (5.0) of the individual.</p> |

The fact that an attempt is made to analyze the affective area separately from the cognitive is not suggesting that there is a fundamental separation. There is none. The components of behavior are motivation-emotion-cognition in one sequence or another.

Krathwohl suggests a relationship:

*Some of the more interesting relationships between the cognitive and affective domains (and some of the clearer indications of the interrelatedness of the two domains) are those in which the attainment of a goal or objective of one domain is viewed as the means to the attainment of a goal or objective in the other. In some instances we use changes in the cognitive domain as a means to make changes in the affective, e.g., we give the student information intended to change his attitude. In other instances we use an affective goal as a means to achieve a cognitive one; e.g., we develop an interest in material so the student will learn to use it.*⁶

There still persists an implicit belief that if cognitive objectives in education are developed, there will be a corresponding development of appropriate affective behaviors. The considerable amount of research raises serious questions about the tenability of this assumption.

⁶ David R. Krathwohl, Benjamin Bloom, and Berthram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II (New York: David McKay Company, 1964), p. 54.

The evidence of research suggests that affective behaviors develop when appropriate learning experiences are provided for students much the same as cognitive behaviors develop from appropriate learning experiences.

Educational objectives generally specify behavior in only one domain at a time. Most teachers hope that their students will develop a continuing interest in the subject matter taught. They hope that their students will have learned certain attitudes toward the phenomena presented or toward the way in which problems are approached. But they leave these goals unspecified. This means that many of the objectives which are classified in the cognitive domain have an implicit but unspecified affective component that could be concurrently classified in the affective domain.

Awareness, in the affective domain, is almost a cognitive behavior. Krathwohl, Bloom, and Masia define an educational objective of awareness as

Given appropriate opportunities the learner will merely be conscious of something--that he take into account a situation, phenomenon, object, or state of affairs [sex-role stereotyping--these authors note].... There can be simple awareness without specific discrimination....

⁷ Ibid., p. 176.

Awareness in the affective domain parallels knowledge in the cognitive domain: for this project this statement symbolized a beginning that eventually led to a change in behavior through a change in the ultimate cognitive behavior. And the change in cognitive behavior ultimately led to change in action on the part of staff members and students.

It is not unusual for the joint-seeking of affective and cognitive goals to result in curricula that use one domain or a complementary, alternating basis. Krathwohl, Bloom, and Masia suggest

This may be analogous to a man scaling a wall using two step ladders side by side. Each ladder has rungs too far apart to be conveniently reached in a single step. One ladder represents the cognitive behaviors and objectives, the other the affective. The ladders are so constructed that the rungs of one ladder fall between the rungs of the other. The attainment of some complex goal is made possible by alternately climbing a rung on one ladder, which brings the next rung of the other ladder within reach. Thus alternating between affective and cognitive domains, one may seek a cognitive goal using the attainment of a cognitive goal to raise interest or awareness (affective goals). This permits achievement of a higher cognitive goal, and so on.⁸

⁸Ibid., p. 6.

A MODEL FOR CHANGE

The strategies of this proposal focused on awareness as a means to the ultimate goal of changing behavior on the parts of teachers and then on the parts of students. Educators must learn to see their school environments and interactions accurately with true awareness of all implications before they can hope to alter them. The very survival of a school as a viable educational unit may depend on how the staff can respond to change and how they evaluate proposals for action to meet challenging new social problems.

The pressures that bear on schools have made change a slow process. Change in traditions and institutions is always slow. Studies by Mort and Cornell (1974) show that traditionally an educational innovation, demonstrated as practical, took 15 years to reach the most progressive 3 percent of the school systems, 20 years to be widespread, and 35 years to win over the slow adapters. Toffler's (1974) later research proved that technological advances no longer allowed educational institutions that luxury.⁹

If change is to take place, the routine (attitudes and behaviors) in the school must be visible. Both teachers and administrators need to pay attention to what people

⁹ Paul Mort and Frank Cornell, American Schools in Transition (New York: Teachers College, Columbia University Bureau Publication, 1974).

actually do, not simply to what people in the school say they do or what they claim needs to be done. Faculty members must not accept the existing situation in schools as normal, natural, and therefore, inevitable.

Toffler contends that students' images of the future and their attitudes toward it are much less important than are their attitudes toward change.¹⁰ Some basic understanding of the change process itself, then, is essential to the successful implementation of the strategies identified for this project.

Sedlock and Brooks (1975) developed a model for change to help eliminate racism and sexism in schools.¹¹ The process was designed to be followed sequentially, with emphasis on the results of actions rather than on the intent of the actions themselves.

¹⁰ Alvin Toffler, Learning for Tomorrow (New York: Vintage Books, 1974), p. XXIV.

¹¹ William E. Sedlock, et al., Racism and Sexism: A Comparison and Contrast (College Park, Md.: ERIC Document Reproduction Service, ED098133, 1975).

Figure I

Change Model OutlineAwareness Level

Stage I:	Recognition of Differences
Stage II:	Defining Sexism and How It Operates

Attitudes

Stage III:	Examining Sexist Attitudes
Stage IV:	Source of Sexist Attitudes

Behavior

Stage V:	Changing Behavior: <u>What</u> Can Be Done
Stage VI:	Changing Behavior: <u>How</u> It Can Be Done

It is important to know the following about the
process:

Sedlock/Brooks Model for Change
Related to Sex and Race:

Human Reactions
to New Information:

Stage I: Recognition of Differences

- | | | | |
|------------------|----|--|--|
| <u>Awareness</u> | A. | Cultural, racial, and sexual differences exist. They should be openly discussed and understood by all. | The initial reaction to new information may be a feeling of <u>shock</u> . |
| | B. | Differences can and should be approached and presented positively, in and out of the classroom. | |
| | C. | Expression of cultural, racial and sexual identity are necessary and healthy for minorities and the rest of society. | |

Stage II: Defining Racism-Sexism and How They Operate

- | | | | |
|------------------|----|---|--|
| <u>Awareness</u> | A. | The definitions of racism and sexism (both individual and institutional) refer to the results, not the intention, of the behavior of an individual, or the accumulated results of institutional policies and practices. | While defining a problem, many people will express disbelief; others will ignore the problem through apathy. |
| | B. | The <u>power</u> to influence others or systems, not merely <u>numerical relationships</u> of minorities to majority, is critical. | |

Stage III: Examining Sexist and Racist Attitudes

- | | | | |
|-----------------|----|---|---|
| <u>Attitude</u> | A. | Most people have some negative attitudes toward other races, cultural, or sexual groups. | The initial reaction to this examination may be a feeling of guilt. |
| | B. | Negative attitudes may directly influence behavior. Attitudes can be measured and evaluated. | Example: "Why didn't I recognize the problem earlier?" or "Why, I've even said things like 'a dumb blonde' and 'the weaker sex.'" |
| | C. | Men generally have <u>stereotypical</u> rather than <u>negative reactions</u> to females, which result in negative <u>consequences</u> for women. | |

Stage IV: Source of Sexist, Racist Attitudes

- | | | | |
|-----------------|----|---|---|
| <u>Attitude</u> | A. | We have all learned sexist and racist stereotypes. There is a need to learn the <u>source</u> of this learning. | It is very comforting to find a source on which to <u>project blame</u> at this stage. Some change agents stop at this stage in the process and forever blame an outside source for problems. |
| | B. | Textbooks and educational materials help perpetuate stereotypes. | |
| | C. | Many aspects of the educational system perpetuate stereotypes. | |

Stage IV can be very important because it allows people to move away from the emotions that surfaced during Stage III. Many of the strategies in this practicum were chosen to produce a successful Stage IV. This was the positive turning point in this group's initiating the implementation of the change model.

Two stages of attitudes may seem contrary to a focus on outcomes, but most people need to deal with their attitudes before they are ready to proceed to later stages. It has sometimes been found that an institution has changed its behavior (hired minorities or females, added a course in female history, etc.) before the attitudes of individuals in the institution have changed. This is one type of positive outcome; but unless attitude changes follow, it is a very fragile outcome and probably will not produce lasting change. However, if the "token" (be it a person, course, or other behavior change) is successful within that institution, the token will be acting as a positive change agent to help alter attitudes. These new attitudes, in turn, can support later behavior changes.

Figure II

Stage V: Changing Behavior: What Can Be Done

<u>Behavior:</u>	A.	Objectives must be stated to provide direction for change.	At this point people begin to look at the problem rationally and make plans for actions that will bring about change
	B.	Objectives should be as specific and operational as possible. Example: Instruct-	

ional materials for the coming year will be screened for racial and sexual biases and at least 10 strategies will be developed which enable students to recognize biased materials.

or solve the identified problem.

- C. Strategies are distinct from objectives in that strategies are ways of accomplishing objectives.
- D. Objectives are transitory and must be evaluated and adjusted to fit the context of the times.

Stage VI: Changing Behavior: How It Can Be Done

- | | |
|--|--|
| <ul style="list-style-type: none"> A. The only valid test of a strategy is whether or not it works. B. Most people who have the ability to affect institutions never try. C. Effective action requires that the change be viewed as moral (or the right thing to do) by its proponents. | <p>At this point, plans are put into action. The process often breaks down between Stages V and VI. It is much easier to make plans than it is to invest one's energy in the implementation process.</p> |
|--|--|

The following is a list of some basic principles that one must remember when attempting to bring about change. The trouble with change is:

1. that it's inevitable!
2. that a change in one part of a system brings about changes in other parts of the system that one may or may not anticipate or control.
3. that change takes time, but the rate of change is accelerating.

4. that it always meets with some kind of resistance (apathy, for instance).
5. that no one changes willingly unless there is something in it for him/her.
6. that real change is the result of many small changes added together.

No change is possible without some discomfort. It is very difficult to bring about more than superficial change. In general, actions that may be taken to improve conditions which have limited students because of sex are compatible with actions that improve achievement. It is possible to build such actions into the school program.

Some teaching strategies are more effective at one stage in the process than at other stages. Teachers have to understand the change process before they can write appropriate teaching strategies.

The adults in a school must model the behaviors that are expected of students. Teachers must teach what they practice.

Ultimately this paper will report behavioral changes, but changes of attitudes necessarily preceded those behavioral changes. This is the reason for the lengthy discussion of the change process, a very slow process indeed.

PROCESS OBJECTIVES

This practicum documented the level of attainment of two kinds of objectives, namely process and product objectives. There were four process as well as four product objectives which served as guides to this project.

1. Of the teachers participating in this project, 85 percent had taught in the Dallas Independent School District three years or more. Within the past three years all these teachers had participated in staff development sessions on objectives and strategies writing; consequently the writers of this report thought it reasonable to expect that 70 percent of the participants in the project could provide at least one classroom activity or strategy designed to reduce sex-role stereotyping.
2. All participating teachers will implement classroom activities or strategies designed to reduce sex-role stereotyping.
3. Participating teachers who had been in the Dallas school system since the fall of 1975 had been involved in staff development affirmative action programs directed toward racism with a sex-bias overlay. The subject was consequently not foreign to the majority of teachers involved in this project. Thus another process objective of this practicum stated: participants will demonstrate a significant ($p > .05$)

decrease in sex-role stereotyping after participating in this staff development program.

4. Students of participating teachers will demonstrate a significant ($p > .05$) decrease in sex-role stereotyping after implementation of activities or strategies designed to reduce stereotyping.

PROCEDURES FOR ACHIEVING OBJECTIVES

The members of this practicum group supervised development of a staff workshop to be presented in the six subdistricts of the Dallas Independent School District. One purpose of the program was to make staff members aware of their personal sexist attitudes. Another purpose was to de-mythologize them of the effects of current anti-sexist propaganda. It was believed that achievement of these two purposes would contribute to the more concrete objectives of the workshop, namely formulation of concrete plans and demonstration of instructional efforts devoted to attaining sexist-free behavior in the classroom. The central premise was that if workshop participants achieved these two objectives, then that healthier, sexist-free behavior of participants would encourage similar changes

in student behavior.

It appeared that the timing of this project was excellent. There was a major thrust in 1975 to make teachers aware of obligations created by Title IX. Unfortunately, between that date and the beginning of this project many other major concerns distracted attention away from Title IX guidelines. The major distractor was the implementation in the DISD of a new major desegregation plan in 1976. As a result, when the workshops were presented, many of the ideas were not new; the participants had just not concentrated on them for awhile. In one sense, this may have been advantageous because the interest level on the parts of the participants may have been higher.

Two main sources were used to develop the strategy to help participants become aware of discrimination based on sex in society in general and in educational settings in particular. The first was a pilot presentation of the workshop. The second was a review of research devoted to the topic of change models, specifically models that would change behavior by first effecting change in the affective domain.

The Pilot Workshop

Webster's New Collegiate Dictionary, 1974 edition, defines workshop as a "brief intensive educational program for a relatively small group of people in a given field that

emphasizes participation in problem-solving efforts."¹²

Most educators who have been in the field for any length of time have attended workshops. Since there are good workshops and bad, the question sometimes arises as to whether a workshop is a good medium through which to transmit information. The three writers discussed the workshop as an effective means and decided that it would indeed be effective for one primary reason: the subject dealt with was one that would prompt participation by those involved. After the initial discussion regarding the workshop as an effective means, there was never any further reluctance to use it.

The pilot workshop offered the opportunity to appraise attitudes and responses to a program focused upon the volatile issues of feminism and sexism. It also offered an opportunity to test the instruments that were used in the next six workshops at other schools.

The pilot program followed the format described below:

1. The objectives of the workshop were discussed. These were similar to the objectives listed above, although instead of specifying the statistical changes expected, only terms such as "increase" and "decrease" were used. Vocabulary terms were introduced, and the format of the workshop was described.

¹²

Webster's New Collegiate Dictionary, rev.ed. (1974).

2. Administration of personal surveys (See Appendices A and D, pages 70 and 80).

3. The showing of the film Anything They Want to Be. This is an elementary school film which deals with the subject of sexism by showing men and women on the job in careers which were once restricted to one sex or another.

4. Smaller group activities. The staff of 57 were randomly divided into five groups by simply having them count off. Since this was an elementary school and the women far outnumbered the men, no attempt was made to place a man in each group. Each group appointed a recorder because the primary activity of each group was to submit a list of at least five attitudes or actions that they personally possessed or committed which were based on sex-role stereotyping. This activity took very little time and indicated that the participants were very much aware of obvious sexist attitudes, not only in others but also in themselves.

5. Use of Me, Female, Male, and Healthy Adult Questionnaires (Appendices G, H, I, and J, pages 92, 93, 94, and 95). These handouts were distributed in the order listed above. The objective was for each individual to indicate first of all his/her own attitudes toward the items on the questionnaire. Then each would indicate how most males or females would feel about the items. Finally each was to indicate how a person who had a healthy outlook on potentials of men and women would view the items.

6. Film: Table of He and She. This film depicts illustrations of more subtle evidence of sexism such as those found in textbooks where father always plays a certain role, as does mother, and where the president of a company is always a male; the secretary always a female.

Products of the Pilot Workshop

The workshop piloted in the fall of 1977 was the first operant procedure for testing the strategies devised to bring about change. It was of limited scope, that is, there was no attempt to come away from the meeting with concrete strategies designed to alleviate sexism. It did serve the purpose it was specifically designed to, namely to gauge the ability of teachers, principals, administrative staff, and other personnel to be flexible and work together in this disputed area of sex discrimination.

There will be no attempt to evaluate the pilot workshop in the evaluation section of this paper. Subjective evaluation was discussed by the writers immediately after that fall 1977 meeting. It was felt that the pilot workshop was most successful in achieving the objectives just stated. The workshop had lasted two hours, the same length of time devoted to staff development on an early-release day. Although the writers felt that the format just discussed and the time had been effective, they decided to make their presentation to the next school a half-day session. It would allow comparison of the

two approaches. It would also allow more time for small-group discussions of personal sex biases and the two films. Finally, it permitted a break-time, which there had not been in the pilot workshop.

The expanded format was used in School 1.¹³ The workshop was held in January 1978 during a full-day staff development day. The expanded times described above were used. The session lasted from 8:00-12:00. Immediately after this workshop ended, the writers compared the time format of the pilot workshop and that of the workshop just completed. All three members of the group felt strongly that the two-hour time length was adequate to do what was intended. The staff of School 1 had become quite restless by the end of the session.

The original format of the pilot workshop was then presented on the remaining six campuses. Before presenting it on any campus, all staff members involved were administered the 31-point survey entitled "Behavior You Perceive As Acceptable for Males and Females, Form A (Appendix D, page 80.) This survey had been the first order of business at School 1. All the other staffs responded to the questionnaire during faculty meetings

¹³ Real names of schools will not be used. School 1 correlates with the school listed as such in Appendices and Tables.

conducted by their respective principals. This pre-assessment of teachers' perceptions was completed anonymously by each workshop participant. The only identifying symbol was the last four digits of the driver's license of each participant; this identifier enabled the writers to match the pre- and post-assessment instruments.

In addition to the teachers' taking the 31-point survey before the arrival of the practicum group, their students were administered a preproject test, Sex-Role Stereotype Survey, Form K-3 or 4-6. (See Appendices D and E, pages 80 and 81.)

The workshop was presented at the request of each of the seven schools. Since all Dallas schools have a yearly obligation to take affirmative action in line with Title IX guidelines, each school had a staff development planning committee which was eager to hear from the principals who reported the availability of the package plan. Since more than seven principals had been informed by the group, far more than seven requests to do the workshops were received. Unfortunately, time did not allow their fulfillment.

A product of the workshops was that teachers wrote strategies to use in their classroom to eliminate sex-role stereotyping. These strategies were collected and compiled in a notebook and made available to the participants for use during this overall project. A copy of this collection may be found in Appendix K, page 96. The reader will note that

there are far fewer strategies than there were participants, but many of the strategies submitted overlapped. All participants could find ample material in this notebook for use in the classroom.

The teachers involved implemented either one of their own strategies or one taken from the notebook. The principal of each school agreed to observe the strategies being implemented in the classroom using the Practicum Observation Checklist.

(See Appendix L, page 122.) The checklist and observation procedures were not for the purpose of comparison but to insure that the teachers used the strategies they had devised or those which had been devised for them. This was a sample observation because of the number of teachers involved. One class representing one level, K-6, was observed on each campus. The result offered observations of approximately 175 students ranging K-6 across seven campuses.

Four to six weeks later, following the same procedure, the principal used the checklist to make a second observation survey. Two weeks after the second observation, the students were administered the post-project assessment of the Sex-Role Stereotype Survey. At the end of twelve weeks, faculties and staffs of the seven campuses were requested to take the post-project assessment of their perceptions of "Behavior You Perceive Acceptable for Males/Females". (See Appendix D, page 80.)

Originally the writers had proposed to have the workshops completed by the end of February 1978. However, it was the end of March 1978 before all were accomplished. Nonetheless, all school observations and project assessments were completed by the end of May 1978. All preparation for the collection of data regarding teacher and student behavioral change was completed on time. The only activity left was to evaluate the behavioral impact of the project. That evaluative information is covered in the next section of this paper.

MEASUREMENT AND EVALUATION OF THE OUTCOME

The chart, entitled The Relations Between the Taxonomy Categories of the Two Domains, Chart 2, Page 24, indicates that in the cognitive domain there was concern that the student be able to do a task when requested. In the affective domain there was more concern that he/she does do it, when it is appropriate, after learning that he/she can do it. Even though the whole school system rewards the student more on a can do than on a does do basis, it is the latter which every instructor and this project sought, according to the data in the chart.

The essential behavior measured at the awareness level was whether the student was conscious of something, that is, aware of the existence of some person, phenomenon, event, or state of affairs. The notion of awareness carries with it a strong cognitive component. To be aware of something or

someone is certainly to know of it, even if the knowing is at the most superficial level conceivable. It is important to note that a range of awareness can occur along a continuum from very unsophisticated or gross awareness to highly sophisticated and detailed awareness. The objectives of this practicum will progress from a measurement of awareness to a measurement of behavioral change.

The attainment of both process and product objectives was assessed. Specific evaluation procedures are presented by objective below.

EVALUATION OF PROCESS OBJECTIVE

The first process objective of the practicum was that at least 70 percent of the participants would submit at least one classroom activity or strategy designed to reduce sex-role stereotyping. That figure was far exceeded; 146 of the 172 participants, or 85 percent, submitted strategies. Even though the practicum objectives had not required a detailed analysis of the results related to this particular process objective, the writers frankly were surprised and discussed this success with the principals of each of the participating schools. The writers concluded that there were three basic reasons why so many responded: (1) strategy writing was a process familiar to the participants; (2) regardless of each individual's own feelings toward sex-role stereotyping (which

is far too often confused with the women's lib movement), the subject being dealt with was one of high interest; and (3) the principals of each school were very much involved in the project, and respondents were well aware that they were being watched by "The boss."

To document the attainment of this objective, the activities and/or strategies were edited and combined in a handbook. (See Appendix K, page 96.) As previously mentioned, there are fewer activities in the handbook than were submitted because many of the activities overlapped.

The second process objective stated that all participating teachers would implement classroom activities or strategies designed to reduce sex-role stereotyping. The writers of this paper had originally proposed that the principals of the participating schools observe as each teacher implemented strategies. This proved to be impossible because of the large number of teachers and the small number of principals. Ultimately, each principal was asked to observe one teacher at one grade level so that all grade levels, K-6, would be assessed. The teachers were to be selected at random. As the principals observed, they used the Observation Checklist. (See Appendix L, page 122.) Four to six weeks after the first observation, the same classes were again observed and rated on an Observation Checklist. The following chart presents the results of these observations.

PRACTICUM OBSERVATION CHECKLIST
TALLY CHART FOR PRINCIPALS' OBSERVATION

School	Item	<u>First Observation</u>									
		1	2	3	4	5	6	7	8	9	10
1	F	No	Yes	Yes	Yes	Yes	4	Yes	Yes	75	2
2	F	Yes	Yes	Yes	Yes	No	2	No	No	--	5
3	F	Yes	Yes	Yes	Yes	Yes	5	Yes	Yes	95	1
4	F	No	Yes	Yes	Yes	Yes	5	Yes	Yes	95	1
5	F	Yes	Yes	Yes	Yes	No	2	No	No	--	5
6	F	Yes	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
7	M	Yes	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1

School	Item	<u>Second Observation</u>									
		1	2	3	4	5	6	7	8	9	10
1	F	Yes	Yes	Yes	Yes	Yes	4	Yes	Yes	85	1
2	F	Yes	Yes	Yes	Yes	Yes	4	Yes	Yes	75	2
3	F	Yes	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
4	F	No	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
5	F	Yes	Yes	Yes	Yes	No	1	No	No	--	5
6	F	Yes	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
7	F	Yes	Yes	Yes	Yes	Yes	5	Yes	No	--	2

The chart is admittedly simple. Frankly, what it shows is that good teachers using good techniques bring about good results. Some points need to be noted, however. For instance, the teacher in School 1 initially did not use a strategy found in the handbook; she used one of her own which she had not submitted. She later used a strategy in the handbook and, according to her principal's judgment, obtained better results. The reader of this chart may also note the consistency of the second observation with the first.

The chart illustrates that randomly selected teachers were fulfilling their parts of the project. The practicum group noted that the students seemed to be stimulated by the activities. Discussions were held with each principal, and every principal who observed teachers meeting with success noted that the students were very interested in the topic.

Analysis of the results suggested that when objectives were not clear, the sessions did not go well. Certainly that was almost invariably true. So, for example, the teacher at School 5 failed to arouse the interest of the practicum group because during both observations the teacher did not make the objectives clear and consequently the students could not master the objectives. In a discussion with the principal of the school it was learned that this teacher was a very weak teacher in most respects. Her problem was not explicitly laying out objectives, a problem which the strategies of this practicum helped to remediate.

The third process objective was evaluated by pre- and post-surveys. It has already been stated that the teachers took the "personal Survey Behavior You Perceive Acceptable For:" (Appendix D, page 80), and that the students were administered the "Behaviors You Perceive Acceptable for Males and Females" (Appendices E and F, pages 81 and 87). These surveys will be discussed one at a time.

The 172 staff participants had taken their surveys before the practicum group arrived for the workshops. The survey has 31 inferred responses, male, female, or both. The instructions at the top of the survey tell the respondent to check his/her first response. There was heavy emphasis on "first response." The group determined that any score below 31, plus approximately half of 31 (47) would give indication of stereotyping. The group received the survey from all 172 participants.

The tally sheet following Appendix D shows scores on the survey followed by the number of persons making those scores. Of course, the lowest score one could make was 31, the highest 62. The reader will note there were no 31s and no 62s. Certainly in the years of 1978 and 1979 that was to be expected. The highest score was a 57, and the lowest was a 33. The average score was 43.58, and the median score was between 42 and 43. Thus, both the average and median scores were significantly below that score (47) pre-

established as indicating a healthy attitude toward sex-role stereotyping.

Approximately 12 weeks after the pretest survey, the same survey was readministered to the professional group. Complete results are shown in the right-hand columns of the tally chart. The lowest score recorded on the posttest was a 37, while the highest score was a 58. Those two scores, the lowest and highest, are relatively insignificant. What is important is that the median score rose to 47, and the average score rose to 47.73.

The apparent success of this testing process was discussed by the practicum group. It was admitted that the instrument would be a very simple one to "stack." However, the writers felt that the testing was valid because of preparation and one other factor: this project truly interested the participants. Even though the whole idea of sex-role stereotyping was not new, concentration on the problem in such a way as provided by this practicum was new to the participants.

A similar process was followed for students of the participating teachers. The "Behaviors You Perceive Acceptable for Males and Females" survey (Appendices E and F, pages 81 and 87) were administered to students before the workshops began. Dealing with the student surveys was much more difficult simply because of the numbers involved. The participating teachers

had a total of 4287 homeroom students. The teachers were able to complete the administration of the pre- and posttests to 4117 of them. Of those students, 1962 were K-3, and 2155 were 4-6 students.

The questionnaire for the K-3 students contained 37 items. It was predetermined by the same process as that of the survey for teachers that a score of 55 would serve as an indicator of a healthy attitude toward sexist bias. That score would mean that an individual believed that at least one-half of the statements were appropriate for both males and females.

Several interesting points may be noted when perusing the tally sheet following Appendix E, page 86. For one thing, several of the children scored minimum scores, although it must be admitted that might be expected since so many children took the survey. Also, there is the distinct possibility that the younger children did not understand that they could indicate both male and female. As with the professionals' survey, no one checked male and female on all survey points.

The median score on the pretest was between 47 and 48, a point similar to that of the professionals' survey. Certainly the median score was below the score of 55, the point established as indicating a healthy attitude toward avoiding sex bias. The average score was 47.86.

After completion of the strategies in the classrooms,

the same survey was readministered. The right-hand column of the tally sheet, Appendix E, shows the results of the posttest survey. There was a significant increase in the median score and average, to between 54 and 55 and 54.22 respectively. That column also indicates that the lowest score decreased significantly also, perhaps indicating that the children better understood the instructions the second time.

A very similar instrument was administered to grades 4-6. (See Appendix F, page 87.) As stated above, 2155 students took the pre- and posttests. The results appear in the tally sheet following Appendix E. There were 40 questions in this survey; and, of course, the highest score possible was an 80, the lowest a 40. The score established as representing a healthy attitude toward sexism was 60, the minimum score plus one-half the number of questions.

The tally sheet shows that the median score on the pretest was between 52 and 53, and the average score was 51.72. The posttest scores rose to the median of between 57 and 58, and the posttest average score was 55.30. The grades 4-6 students, then, did not reach the hoped-for score of 60; and it is also obvious that the frequency of lower scores held the average score down. Nevertheless, the median

score did rise 12.5 percent, and the average score rose 8.95 percent. These increases were significant.

EVALUATION OF PRODUCT OBJECTIVES

The information presented above describes the evaluation of process objectives. Process objectives lead to the changes in behavior that any project is designed to bring about. This section presents descriptions of the evaluation of the four product objectives of this project.

The first product objective of the practicum was to reduce the ratio of discipline referrals-boys to girls-by 15 percent. Discipline referrals were collected and grouped by schools for the first quarter of the 1977-78 school year and charted. The same information was collected for the first quarter of the 1978-79 school year.

TABLE 7

ACTUAL DISCIPLINE REFERRALS FOR FIRST QUARTER OF
1977-78 SCHOOL YEAR AND 1978-79 SCHOOL YEAR

SCHOOL	TOTAL REFERRALS		BOYS		PERCENTAGE		GIRLS		PERCENTAGE	
	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79
1	315	257	245	180	78	70	70	77	22	30
2	226	189	225	144	99	76	1	45	1	24
3	146	111	98	71	67	64	48	40	33	36
4	187	162	126	92	67	57	61	70	33	43
5	103	93	78	58	76	62	25	35	24	38
6	98	102	68	63	69	62	30	39	31	39
7	122	95	89	64	73	67	33	31	27	33
7	1197	1009	929	672	78	67	268	337	22	33

The comparative figures in the table present some interesting information plus material for a great deal of speculation. The objective had been to decrease the ratio discipline referrals, boys to girls, by 15 percent. The data revealed that objective was not met. There was, in fact, an 11 percent increase in the total number of girls' referrals. The writers must admit that this point was not disappointing. The schools could have had an increased number of discipline referrals, a large increase in the number of referrals of girls, and perhaps the objective of 15 percent would have been met. Certainly that was not what was intended in this project. What was intended was that teachers be aware of the way they dealt with males and females.

There were so many questions raised by the statistics found in the table above that the writers conferred with each principal of the project schools about this part specifically. Note that all schools decreased in their discipline referrals for the first quarter of the 1978-79 year with the exception of one school. Four of the seven principals thought this project had some impact on the decreased number of referrals. They believed that in the past they had had some teachers on their staffs who felt they could deal with girls but sent boys to the office simply because they thought the principal could deal with them more effectively.

None of the principals, however, felt that this project was primarily responsible for the decrease in discipline referrals. It should be pointed out that a 1976-77 court order had effected a major assignment change of students in the DISD. Principals thought that many of the students who were sent to the office during the 1977-78 school year were relatively new to their schools and in the process of adjusting; whereas in the 1978-79 year, the students had simply adjusted better to the situation. Whatever the case, discipline referrals in the seven project schools decreased 8.43 percent in the first quarter of the 1978-79 school year, compared to 1977-78.

Perhaps the most impressive statistic appearing in the tally sheet is the decreased total number of boys referred for the seven schools. The figure dropped from 929 to 672, a 28 percent decrease. The writers asked the principals whether they thought this project was responsible for that decrease, and all seven principals felt the project was very definitely responsible for that decrease.

Similarly, all the principals felt that the project was responsible for the increased number of girls referred and the increased percentage of girls related to boys. All seven felt that their teachers' increased awareness of last year's statistics probably had some bearing on the increased number

of girls sent to the office.

One other item on the two tally sheets should be noted, and that is the line describing School 2. For the first quarter of 1977-78 only one girl had been referred to the office. In the same time span for 1978-79, 49 girls were referred, increasing the percentage to 23 percent. Analysis revealed this to be a school in a very conservative area. The majority of teachers there had been in that school for many years and, more than teachers at any other project school, they simply had the attitude that boys were to be sent to the office and girls were not.

Perhaps the most interesting aspect of this project was what was revealed as a result of the evaluation of the second product objective. The objective was that the grades of boys, as compared to girls, would be raised by 15 percent. That is, when all grade points were added for boys and girls, the boys' score would rise 15 percent on the total scores.

In the school year of 1977-78 the participants of this project had a total of 4287 homeroom students, 2020 girls and 2267 boys. To evaluate the objectives, homeroom teachers added all grades for their students for the first two grading periods of 1977-78 and figured the average grade points for their boys and girls. The same procedure was used for the first two grading periods of 1977-78 and figured the average grade points for their boys and girls. The same procedure was used for the first two grading periods of 1978-79. However,

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only the grade points for those students who were enrolled in the DISD for both years were figured.

It should be repeated here that the lower the grade, the better because the highest grade is a 1 and the lowest grade a 4. The average grade point for girls in 1977-78 was 2.16. The boys' average grade point for the same time period was 2.87. In 1978-79 the girls' average grade point "increased" to 2.5, and the boys' "increased" to 2.41, an "increase" of 16 percent.

The third product objective involved physical education classes and whether or not activities were sexually integrated. The goal was to integrate the project schools' programs by 10 percent. In September of 1978 a simple questionnaire (Appendix B, page 77) was issued to the physical education teachers of the project schools. The results of this survey are found in the tally following Appendix B.

The reader can see from the chart that the number of units increased by four from 1977 to 1978. The total units involving team sports remained the same, but the number of times team sports were integrated increased significantly, from 52 percent of the time in 1977 to 88 percent in 1978. There was also an increase in the number of other integrated activities, as indicated in the Question 4 column. However,

the team sport integration column is more significant. Also, the change in organization, as indicated in Question 5 column, should be noted. In three of the four cases where there were two physical education teachers, one male and one female, the teachers switched from the format of the man's being responsible for the boys and the woman for the girls to a format using an integrated division system.

Even though the questionnaire and the entire process used were simple ways to measure the effects of the project in the area of physical education, the writers felt this was an area which was very definitely influenced by this project. Perhaps as much as anything the image that boys and girls have of themselves comes from what they have been taught is appropriate physical activity for them. The writers felt sure this project would have some impact in this area, and apparently it did.

The final product objective was that, as a result of this project, male participation would increase at least five percent in the choral productions of each participating school. Participation for the first quarter of 1977 is charted in Appendix C, page 79. Following Appendix C, the table presents figures for the same categories for the first quarter of 1978.

Certainly significant gains were made in this area. The desired five percent increase was attained in all schools except two. The percentage of boys for all schools rose from

39 percent to 45 percent. In School 2 there was a 13 percent increase in boys' participation. And of particular note is the fact that there was an increase in both boys' and girls' participation in all schools.

This particular area was one which interested the project group. They asked permission to speak to each choral teacher regarding the relationship of the project to what the statistics showed. Each one of the teachers said that the project had definite impact upon their selection of choral participants.

INSTITUTIONALIZATION OF PROGRAM/PROCESS/PRODUCT

This practicum was designed as one strategy to create awareness of sex-role stereotyping among the personnel of Dallas public schools. It was only a beginning step to initiate compliance with Title IX guidelines, but it was also an initial step resulting in changes in attitudes which ultimately changed behavior of personnel and students. The workshop must have had a catalytic effect on all elements of administration and public education.

The global concept of changing sexist attitudes and behaviors will be a slow process. The practicum authors trained personnel in eight schools during the 1977-78 school year. These personnel immediately began to relate their training to students. Since then, workshops have already

been presented to two additional schools during the 1978-79 school year. In addition, there have been eight additional requests.

Each school in Dallas was required to submit an affirmative action plan by September 15, 1977. (See Appendix M, page 124.) All faculties were required to plan how they intended to eliminate sex discrimination. This process has to be repeated yearly, and the workshop described in this paper meets the needs of staffs. In addition to meeting needs, it is unique. There is no one on the local level doing anything similar.

In addition, District writers have produced a book on the topic of sex discrimination entitled Policy for Sex Equality in Education which establishes the need and opportunity for institutionalization of such a workshop program as offered by this practicum proposal. (See Appendix N, page 127.)

DISSEMINATION OR FURTHER APPLICATION OF PROGRAM/PROCESS/PRODUCT

It has been decided by the practicum group to offer the workshop to more groups rather than to expand the workshop itself. As has already been mentioned, the workshop has already been given to two additional groups.

The program had already been offered to eight faculties. About 175 professionals have had contact with the workshop plus

the two staffs in 1978-79, making a total of about 225. There are over 7,000 professionals in the DISD. The market is present.

The DISD is organized for staff development in such a way as to make these presentations quite feasible. (See Appendix O, page 131.) Approximately eight days a year all students are dismissed two hours early so that the faculty might participate in staff development. So far as the actual program itself, the material available is flexible enough that it could be presented in a series.

In addition to the teachers' early release days, there are 10 days during the year designated as staff development days, days in which the students do not attend. Thus, the facilities are available, time is available, and there is virtually no expense involved. All these factors will facilitate the dissemination or further application of program/process/products.

TIME LINE FOR EXECUTING THE PRACTICUM

The time period from July 1 to December 1, 1977 was for (1) researching the problem, (2) obtaining the necessary permission from those in authority, (3) contacting principals of schools hosting the seminars, (4) making arrangements for audiovisual equipment, films, and the necessary materials, and (5) organizing the workshops.

The last of October 1977, the pilot workshop was field-tested at one elementary school. Adjustments and changes were made in the final workshop organizational plan based on the results of the pilot workshop.

During the months of January, February, March, and April 1978, the workshops were presented. Each one of those months had two early release days. During the month of May, posttests were given, and during the months of June, July, and August, posttests and all information available were collated and made ready for the practicum report.

The project ran through November 15, 1978. During those months, observations were made on the impact of the workshops on discipline referrals, the physical education programs, grading practices, and choral program participation. From November 15 to January 15, 1979 statistics on the categories just named were collected and collated.

The practicum report was finalized during the time period of January 15 - March 1. The report itself was submitted before April 1979.

RESOURCES

One of the positive results of this practicum was learning that very limited additional resources were required to complete the project. The workshops were conducted within the framework of the professional's workday, consequently there was

no additional payroll expense. The films and audiovisual equipment were available at minimum additional cost (\$1.50 rental from the Dallas Public Library). The workshops were conducted in the schools, and thus there were no rental fees.

The only required expense involved duplicating paper and chart paper and amounted to only about \$2.00 for all the workshops combined. The group members absorbed that cost themselves in addition to the small expense of traveling to and from the workshop sites.

ROLES OF THE PARTICIPANTS

Andrew Martin and Paul Riddles are elementary school principals in the Dallas Independent School District. Martin is principal of a school located in a separate municipality located just outside Dallas. Most of his constituency is composed of very low socioeconomic families. Riddles is principal of a large suburban elementary school. The population of this school is lower middle-class. The school is an integrated center, that is, about one-third of the students are bused to it. Approximately one-third of the students in Riddles' school are black. Joan Patterson occupies the position of instructional leader in a school in a more affluent area than the two aforementioned. Her school is also an integrated center.

The three faculties represented by the members of this group comprised three of the eight schools in this project. All three members were in a position to schedule and organize staff development projects, and all have contact with all other principals in the district.

Patterson was the basic organizer of the overall project and the actual training, although Martin and Riddles served as presenters. Patterson had the expertise in this project due to her participation in the seminar in Austin, Texas, which developed Project WE (Women's Equality in Education).

Martin scheduled and was responsible for all materials and equipment and collated the evaluations. Riddles organized the written proposal and description of the practicum. All actively worked on researching and reviewing the literature to develop strategy.

Observers

The following people have agreed to act as observers.

1. Dr. John Whitten
Director-Elementary Operations
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204 214/824-1620 Ext. 393
2. Dr. Robert Brown
Director-Elementary Operations
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204 214/824-1620 Ext. 393
3. Dr. Marcus Gifford
Principal-Nancy Cochran Elementary School
6000 Keeneland Parkway
Dallas, Texas 75211 214/330-9281

Note: The last observer listed is a substitute for one submitted in the original proposal for this practicum. Dr. Allen Scott's services were no longer available for this project.

SUMMARY

This practicum project has taken a workshop approach to a major institutional problem of American society. Most assuredly the group has been aware of the scale of the project. However, results of the project have shown that impact can be made quickly on a significant number of people. Around 4500 people were directly involved in this project.

The intention of this project is that those who were directly involved impact others, and thus by a "snowball" effect even a more significant number of people will be impacted. The practicum group is aware that the project's participants will have to contact others voluntarily, and measurement of further contact would be almost impossible. However, the interest in the subject dealt with certainly has not waned nor is it likely to. The topic of sex-role stereotyping or the avoidance of such will provoke more and more interest.

APPENDIX A

Dallas Independent School District
Title IX - Self-evaluation Questionnaire
"Nondiscrimination on the Basis of Sex"

No 441

70

Instructions: This questionnaire contains statements regarding seven areas of responsibilities of the Dallas Independent School District. In six of the sections there are statements which you must complete by circling your response 1) strongly favors males, 2) favors males, 3) no favoritism, 4) favors females, 5) strongly favors females. In each section please circle your response as you feel the statement currently applies to practices within the District.

Section A - Personnel Practices

	Strongly Favors Males	Favors Males	No Favoritism	Favors Females	Strongly Favors Females
1. Advancement to and consideration for administrative positions.....	1	2	3	4	5
2. Consideration of personnel for non-teaching positions.....	1	2	3	4	5
3. When both males and females hold the same employment position the salary compensation.....	1	2	3	4	5
Personnel recruiting methods.....	1	2	3	4	5
5. The process of personnel evaluations..	1	2	3	4	5
6. Personnel fringe benefits (i.e. vacations, insurance benefits, etc.).....	1	2	3	4	5
7. Opportunities for staff development programs.....	1	2	3	4	5
8. Personnel grievance procedures.....	1	2	3	4	5
9. Notification of job vacancies.....	1	2	3	4	5
10. Job application and related procedures for hiring personnel.....	1	2	3	4	5
11. Opportunities for advancement in employment positions.....	1	2	3	4	5
12. Personnel policies for employee leaves of absence.....	1	2	3	4	5

	Strongly Favors Males	Favors Males	No Favoritism	71 Favors Females	Strongly Favors Females
1. Extra-curricular activities provided for students.....	1	2	3	4	5
2. Selection of students for student awards, honors, recognitions, etc. ...	1	2	3	4	5
3. School disciplinary procedures seem to	1	2	3	4	5
4. Selection of students for student leadership positions.....	1	2	3	4	5
5. Rules of appearance for students (i.e. dress, hair, etc.) seem to.....	1	2	3	4	5
6. Standards for school behavior.....	1	2	3	4	5
7. Use and availability of facilities for extra-curricular activities.....	1	2	3	4	5
8. Student services such as health services, tutoring programs, office assistant positions, etc.	1	2	3	4	5
9. Job placement services for students in vocational programs.....	1	2	3	4	5

Section C - Guidance and Counseling

	Strongly Favors Males	Favors Males	No Favoritism	Favors Females	Strongly Favors Females
1. Educational and career information provided students.....	1	2	3	4	5
2. Information provided students relating to scholarships, loans, and grants, etc.	1	2	3	4	5
3. Notification of students by counselors regarding special testing programs (ACT, CEEB, APT).....	1	2	3	4	5
4. Placement of students in required and elective academic courses, programs, or activities.....	1	2	3	4	5
5. Notification of students by counselors regarding special courses and/or programs (honors, advanced, career, music, community based programs).....	1	2	3	4	5
6. Notification of students by counselors regarding school courses and programs	1	2	3	4	5

	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>No Favoritism</u>	<u>Favors⁷² Females</u>	<u>Strongly Favors Females</u>
7. School testing programs (vocational interest inventories, academic and occupational testing) used for the appraisal, evaluation or placement of students.....	1	2	3	4	5
8. The screening and hiring of counselors	1	2	3	4	5

Section D - Teaching Practices

	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>No Favoritism</u>	<u>Favors Females</u>	<u>Strongly Favors Females</u>
1. Administration of disciplinary procedures by teachers.....	1	2	3	4	5
2. When assigning classroom responsibilities to students (i.e. taking attendance, collecting papers, etc.) teachers seem to.....	1	2	3	4	5
3. Teachers grade students' course work in ways that.....	1	2	3	4	5
4. Teachers generally treat students in ways that.....	1	2	3	4	5
5. Teachers make course assignments which	1	2	3	4	5
6. Teachers use curriculum materials which	1	2	3	4	5

Section E - Curriculum

	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>No Favoritism</u>	<u>Favors Females</u>	<u>Strongly Favors Females</u>
1. Textbooks used in D.I.S.D.	1	2	3	4	5
2. Films, charts, workbooks and other curriculum materials used in D.I.S.D.	1	2	3	4	5
3. Selection of students for participation in choral classes.....	1	2	3	4	5
4. Student selection for and participation in occupational education courses....	1	2	3	4	5
5. Placement of students from cooperative occupational educational classes into training stations.....	1	2	3	4	5

	<u>Favors Males</u>	<u>Favors Males</u>	<u>No Favoritism</u>	<u>Favors 73 Females</u>	<u>Favors Females</u>
6. Student selection for and participation in special programs such as Metropolitan schools, Skyline, or Executive Assistant Programs.....	1	2	3	4	5

Section F - Athletics - Physical Education

	<u>Strongly Favors Males</u>	<u>Favors Males</u>	<u>No Favoritism</u>	<u>Favors Females</u>	<u>Strongly Favors Females</u>
1. Athletic budget allocations.....	1	2	3	4	5
2. Honors and awards in sports.....	1	2	3	4	5
3. When both male and female athletic personnel hold comparable positions, the salary compensation.....	1	2	3	4	5
4. Athletic opportunities provided students with regard to:					
a. equipment and supplies.....	1	2	3	4	5
b. playing schedules.....	1	2	3	4	5
c. coaching staff.....	1	2	3	4	5
d. travel opportunities.....	1	2	3	4	5
e. physical facilities.....	1	2	3	4	5
f. publicity.....	1	2	3	4	5
g. practice schedules.....	1	2	3	4	5
5. Curriculum offerings of the physical education program.....	1	2	3	4	5

Instructions: On this final section of the questionnaire are statements which will require you to circle a response indicating that you 1) strongly agree, 2) agree, 3) no opinion, 4) disagree, 5) strongly disagree with the statement. Please circle your response as you feel the statement currently applies to practices within the District.

Section G - General Information

	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Pregnant students are provided access to all educational services, programs, and regular schools as are provided for non-pregnant students.....	1	2	3	4	5

	<u>Agree</u>	<u>Agree</u>	<u>Opinion</u>	<u>Disagree</u>	<u>Disagree</u>	74
2. Discrimination on the basis of sex does not exist in policies, programs, or practices relating to a student's marital or parental status.....	1	2	3	4	5	
Counselors do not encourage male students to select and plan for careers considered to be more appropriate for males than females.....	1	2	3	4	5	
4. Counselors do not encourage female students to select and plan for careers considered to be more appropriate for females than males.....	1	2	3	4	5	
5. Counselors do not assign students to classes on the basis of the sex of the student.....	1	2	3	4	5	
6. Counselors are aware of Title IX guidelines implications for counseling.....	1	2	3	4	5	
7. Teachers are aware of the implications of the Title IX guidelines.....	1	2	3	4	5	
8. The sex of the teacher is not a factor in the assignment of sponsors for school and extra-curricular activities.....	1	2	3	4	5	
Participation in all required and elective academic courses is based on student choice rather than on the sex of the student.....	1	2	3	4	5	
10. Separate physical education courses are provided when the activities include body contact sports or when students are grouped by ability.....	1	2	3	4	5	
11. Local campus personnel review all educational materials for evidence of sex bias prior to their use in the curriculum....	1	2	3	4	5	
12. Course titles and guides used to inform students of course offerings do not indicate that certain courses are for students of one sex.....	1	2	3	4	5	
13. Enrollment of 80% of students of one sex in a course is not necessarily the result of sex discriminatory practices.....	1	2	3	4	5	
14. Separate athletic teams exist when one team will not accommodate the interests and abilities of both sexes.....	1	2	3	4	5	
15. Male personnel are assigned coaching responsibilities without regard to the sex of the students receiving such services	1	2	3	4	5	

	<u>Agree</u>	<u>Agree</u>	<u>Opinion</u>	<u>Disagree</u>	<u>Disagree</u>
16. Both male and female students attend the same health education classes (instruction in human sexuality is excluded).....	1	2	3	4	5
17. Female faculty members teach physical education and/or health classes to both male and female students.....	1	2	3	4	5
18. Male faculty members teach physical education and/or health classes to both male and female students.....	1	2	3	4	5
19. Grouping within coed physical education classes is done only on the basis of "skill areas" or "ability levels", not on the basis of the sex of the student.....	1	2	3	4	5
20. Physical education teachers and coaches are aware of the implications of the Title IX guidelines.....	1	2	3	4	5
21. Female personnel are assigned coaching responsibilities without regard to their sex.....	1	2	3	4	5
22. Male personnel are assigned coaching responsibilities without regard to their sex	1	2	3	4	5
23. Female personnel are assigned coaching responsibilities without regard to the sex of the students receiving such services	1	2	3	4	5
24. The overall policies and procedures of the district do not reflect discrimination on the basis of sex.....	1	2	3	4	5

	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>
My knowledge of D.I.S.D. policies relating to personnel practices is.....	1	2	3	4	5
My knowledge of D.I.S.D. policies relating to student services is.....	1	2	3	4	5
My knowledge of D.I.S.D. policies relating to guidance and counseling services is...	1	2	3	4	5
My knowledge of D.I.S.D. policies relating to teaching practices is.....	1	2	3	4	5
My knowledge of D.I.S.D. policies relating to curriculum is.....	1	2	3	4	5
My knowledge of D.I.S.D. policies relating to athletics and physical education is....	1	2	3	4	5

Instructions: Please check the title of your position within the school district as well as other identifying information:

<u>Position:</u>	<u>Sex:</u>	<u>Age:</u>
____ (1) Advisory Committee parent	____ (1) Male	____ (1) 18-24 years
____ (2) Assistant principal	____ (2) Female	____ (2) 25-34 years
____ (3) Central Administrative staff	<u>Ethnic Group:</u>	____ (3) 35-44 years
____ (4) Counselor	____ (1) Anglo	____ (4) 45-54 years
____ (5) Custodian/Helper I, Helper II	____ (2) Black	____ (5) 55 and over
____ (6) Paraprofessional	____ (3) Mex.Amer.	
____ (7) Principal	____ (4) Other	<u>Years of Experience in D.I.S.D.</u>
____ (8) Secretarial/Clerk		____ (1) 1-5 years
____ (9) Student		____ (2) 6-10 years
____ (10) Supportive pupil personnel*		____ (3) 11-20 years
____ (11) Teacher		____ (4) 21 years and over

*Visiting teacher, associate psychologist, educational diagnostician

APPENDIX B

QUESTIONNAIRE ON PHYSICAL
EDUCATION ACTIVITIES

1. During the first quarter of the 1977-78 school year,
how many units or activities did you conduct? _____
2. How many involved team sports? _____
3. How many units involving teams did you integrate
the boys and girls? _____
4. How many other activities did you integrate? _____
5. If there are two physical education teachers in your
school, is one responsible for girls and one for
boys? _____

<u>1977</u>						
<u>SCHOOL</u>	<u>QUESTION</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1		3	3	0	1	yes
2		6	3	2	2	1 teacher
3		6	3	3	3	yes
4		8	5	2	4	yes
5		4	3	2	3	1 teacher
6		9	4	2	4	yes
7		<u>7</u>	<u>4</u>	<u>2</u>	<u>3</u>	1 teacher
Totals		43	25	13	20	

<u>1978</u>					
1	4	3	3	3	no
2	6	3	4	4	1 teacher
3	8	3	3	4	yes
4	9	4	3	5	No
5	4	3	3	3	1 teacher
6	9	4	3	4	no
7	<u>7</u>	<u>4</u>	<u>3</u>	<u>4</u>	1 teacher
Totals	47	25	22	27	

APPENDIX C

CHORAL PROGRAM ENROLLMENT IN THE SEVEN PROJECT SCHOOLS

1977

<u>SCHOOL</u>	<u>NUMBER OF PROGRAMS</u>	<u>TOTAL NUMBER OF STUDENTS INVOLVED</u>	<u>NUMBER OF GIRLS</u>	<u>PERCENTAGE</u>	<u>NUMBER OF BOYS</u>	<u>PERCENTAGE</u>
1	2	94	60	64	34	36
2	3	115	76	66	39	34
3	3	148	93	63	55	37
4	2	84	50	60	34	40
5	3	158	89	56	69	44
6	2	122	74	61	48	39
<u>7</u>	<u>2</u>	<u>103</u>	<u>62</u>	<u>60</u>	<u>41</u>	<u>40</u>
TOTAL 7	17	824	504	61	320	39

1978

1	2	112	68	61	44	39
2	3	128	68	53	60	47
3	3	143	79	55	64	45
4	2	97	54	56	43	44
5	3	176	87	49	89	51
6	2	140	79	56	61	44
<u>7</u>	<u>2</u>	<u>119</u>	<u>64</u>	<u>54</u>	<u>55</u>	<u>46</u>
TOTAL 7	17	915	499	55	416	45

APPENDIX D

PERSONAL SURVEY

79

BEHAVIOR YOU PERCEIVE ACCEPTABLE FOR:

MALE

FEMALE

Directions: check your first response - you may
check either or both

Stay home from work to care for sick child		
Be a principal		
Be a superintendent		
Be President		
Can cry		
Play professional sports		
Coach boys baseball team		
Take girls on a choir trip		
Tell a daughter about sex		
Tell a son about sex		
Wash supper dishes		
Cook dinner		
Teach a son to hunt		
Figure the family budget		
Help your child with math homework		
Attend football game with the children		
Teach a daughter to cook		
Earn majority of the family income		
Help with English homework		
Say Thanksgiving grace		
Be president of a corporation		
Take notes at a meeting		
Major in archeology in college		
Carry a 30 lb. load to the car		
Use an umbrella		
Need life insurance		
Teach elementary school		
Make an A in typing at school		
Be a doctor		
Go to college on an athletic scholarship		
Sit in a quiet corner in the classroom		

Personal Survey

BEHAVIOR YOU PERCEIVE TO BE ACCEPTABLE FOR:

<u>PRETEST</u>		<u>POSTTEST</u>	
<u>Score</u>	<u>Number of Participants</u>	<u>Score</u>	<u>Number of Participants</u>
31	0	31	0
32	0	32	0
33	1	33	0
34	1	34	0
35	2	35	0
36	3	36	0
37	4	37	1
38	8	38	0
39	10	39	1
40	12	40	0
41	14	41	1
42	16	42	2
43	21	43	16
44	18	44	14
45	17	45	13
46	9	46	17
47	9	47	21
48	5	48	20
49	4	49	19
50	3	50	15
51	2	51	7
52	4	52	6
53	3	53	5
54	2	54	4
55	2	55	4
56	1	56	3
57	1	57	2
58	0	58	1
59	0	59	0
60	0	60	0
61	0	61	0
62	0	62	0
Total	172		172

Median score: Between 42 and 43

Median score: 47

Average score: 43.58

Average score: 47.73

APPENDIX E

BEHAVIORS YOU PERCEIVE
ACCEPTABLE FOR MALES AND FEMALES

Testing Instructions for the
K-3 Form and 4-6 Form

I am going to say some things that people can be or do. You circle the picture of the person who can do it. One picture is of a woman or girl and the other picture is of a man or boy. If a boy or man can do what I say, you circle the picture of the boy or man. If a girl or woman can do what I say, you circle the picture of the girl or woman. If both boys and girls can do what I say, you circle both pictures.

I will give you three samples so you can see what I mean. On your paper is a big letter "A". Beside the "A" are two pictures. Circle the picture of the one who can be someone's brother. (Pause) Who can be someone's brother?

Did everyone circle the picture of the boy? (If not, help any who missed the item.)

Beside the letter "B" circle who can wear a dress? (Pause) Who can wear a dress?

Did everyone circle the girl? (Help any who need help.)

Beside the "C" circle who can wear shoes? (Pause) Who can wear shoes?

Did you remember you can circle both pictures if both boys and girls can do what I say? How many circled both pictures? Very good.

Now, are there any questions? (Pause) (After answering any questions, proceed.)

One more time: I am going to say some things that people can do. You circle the picture of the person who can do it. Remember, if both boys and girls can do what I say, circle both pictures. We'll start with row #1.

BEHAVIORS YOU PERCEIVE
ACCEPTABLE FOR MALES AND FEMALES
K-3 Form

Number One:	Who can run fast? (Pause and repeat.)
Number Two:	Who can play with dolls? (Pause and repeat.)
Number Three:	Who can play baseball well? (Pause and repeat.)
Number Four:	Who can like school? (Pause and repeat.)
Number Five:	Who can eat ice cream? (Pause and repeat.)
Number Six:	Who can be a doctor? (Pause and repeat.)
Number Seven:	Who can be a teacher? (Pause and repeat.)
Number Eight:	Who can go to college? (Pause and repeat.)
Number Nine:	Who can be good at sports? (Pause and repeat.)
Number Ten:	Who can be a nurse? (Pause and repeat.)
Number Eleven:	Who can fix broken toys? (Pause and repeat.)
Number Twelve:	Who can spell good? (Pause and repeat.)
Number Thirteen:	Who can fix cars? (Pause and repeat.)
Number Fourteen:	Who can drive a bus? (Pause and repeat.)
Number Fifteen:	Who can be a mama? (Pause and repeat.)
Number Sixteen:	Who can be strong? (Pause and repeat.)
Number Seventeen:	Who can like school? (Pause and repeat.)
Number Eighteen:	Who can make good grades? (Pause and repeat.)
Number Nineteen:	Who can read well? (Pause and repeat.)
Number Twenty:	Who can be a daddy? (Pause and repeat.)
Number Twenty-One:	Who can fight fires? (Pause and repeat.)
Number Twenty-Two:	Who can be president? (Pause and repeat.)
Number Twenty-Three:	Who can build a house? (Pause and repeat.)
Number Twenty-Four:	Who can cook? (Pause and repeat.)
Number Twenty-Five:	Who can drive a car? (Pause and repeat.)
Number Twenty-Six:	Who can clean house? (Pause and repeat.)
Number Twenty-Seven:	Who can cry? (Pause and repeat.)
Number Twenty-Eight:	Who can be an artist? (Pause and repeat.)
Number Twenty-Nine:	Who can cut the grass? (Pause and repeat.)
Number Thirty:	Who can be a farmer? (Pause and repeat.)
Number Thirty-One:	Who can be on the police force? (Pause and repeat.)
Number Thirty-Two:	Who can shop for groceries? (Pause and repeat.)
Number Thirty-Three:	Who can sew on a button? (Pause and repeat.)
Number Thirty-Four:	Who can stay home with sick child? (Pause-repeat.)
Number Thirty-Five:	Who can get a job? (Pause and repeat.)
Number Thirty-Six:	Who can deliver mail? (Pause and repeat.)
Number Thirty-Seven:	Who can go fishing? (Pause and repeat.)

Now, find Number Fifty-One at the bottom right corner of page. Please circle the boy if you are a boy or circle the girl if you are a girl.

ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES

A



B



C



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.

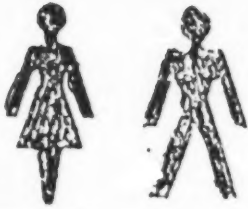


15.

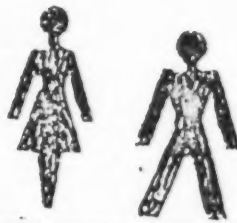


ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES

16.



17.



18.



19.



20.



21.



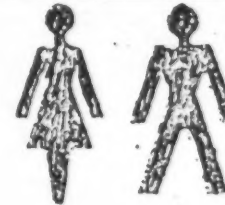
22.



23.



24.



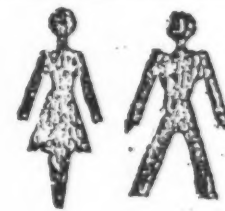
25.



26.



27.



28.



29.



30.



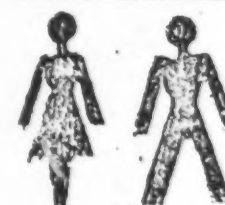
31.



32.



33.



ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES



BEHAVIORS YOU PERCEIVE TO BE
ACCEPTABLE FOR MALES AND FEMALES

K-3

Score Tally Sheet

<u>Score</u>	<u>Pretest</u>	<u>Posttest</u>
	<u>Number of</u> <u>Participants</u>	<u>Number of</u> <u>Participants</u>
37	14	0
38	16	1
39	18	1
40	22	4
41	27	6
42	31	9
43	57	9
44	106	15
45	119	26
46	247	42
47	319	60
48	212	81
49	194	88
50	172	99
51	156	115
52	68	129
53	59	137
54	41	146
55	32	217
56	8	275
57	8	98
58	6	96
59	6	74
60	7	58
61	7	51
62	4	44
63	3	29
64	1	22
65	1	15
66	1	6
67	0	6
68	0	3
69	0	0
70	0	0
71	0	0
72	0	0
73	0	0
74	0	0
	<u>1962</u>	<u>1962</u>

Median Score: Between 47 and 48
Average Score: 47.86

Median Score: Between 54 and 55
Average Score: 54.22

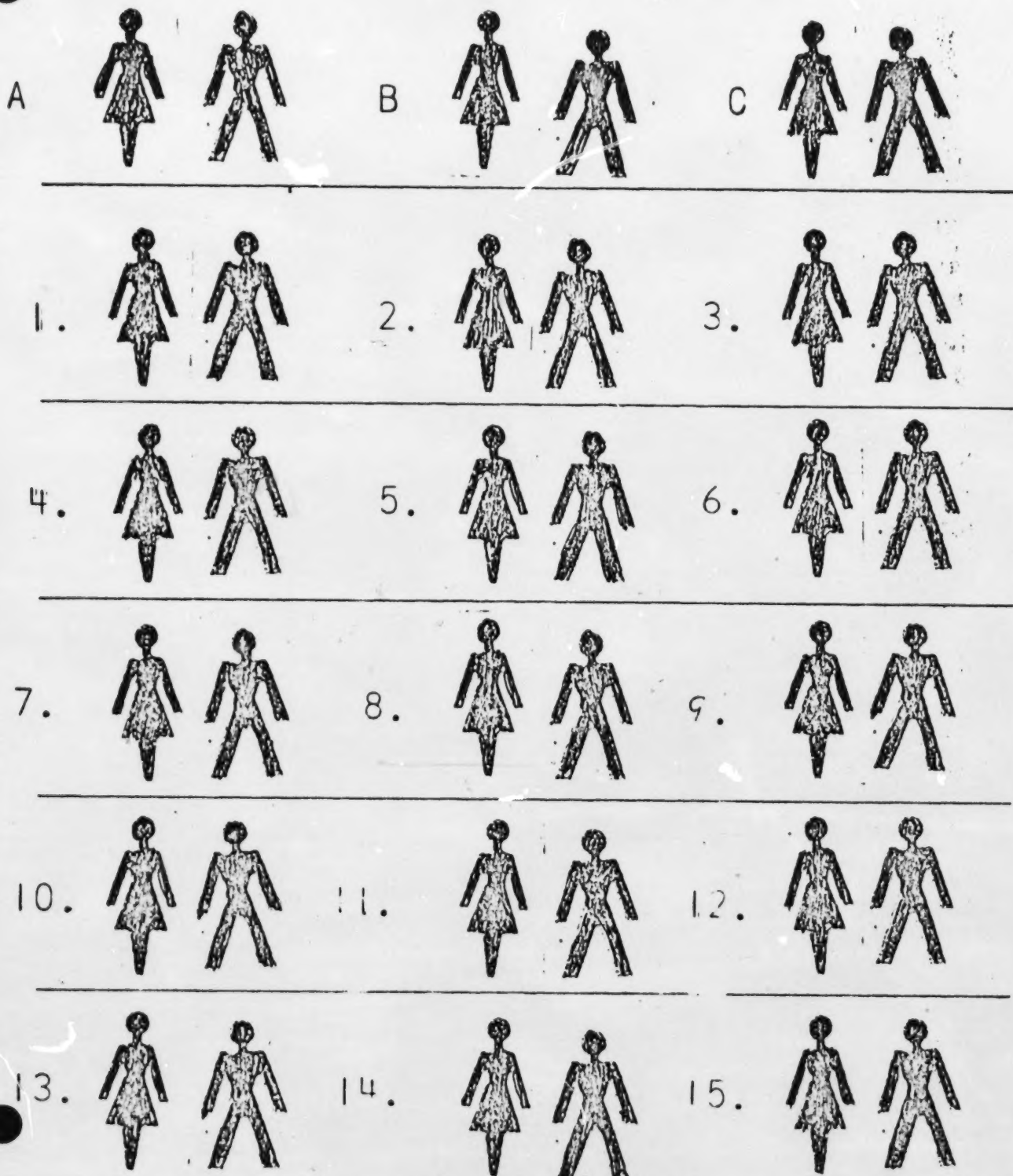
APPENDIX F

BEHAVIORS YOU PERCEIVE
ACCEPTABLE FOR MALES AND FEMALES
4-6 Form

1. Who can be good at sports?
2. Who can be a nurse?
3. Who can run fast?
4. Who can take care of small children?
5. Who can mow the lawn?
6. Who can join the Army?
7. Who can be a lawyer?
8. Who can cook?
9. Who can drive a bus?
10. Who can be a secretary?
11. Who can go to college?
12. Who can sell new cars?
13. Who can be a telephone operator?
14. Who can coach a little league baseball team?
15. Who can drive a tractor?
16. Who can be a scientist?
17. Who can be a mother?
18. Who can be a teacher?
19. Who can play basketball?
20. Who can clean up the house?
21. Who can be an engineer?
22. Who can run a business?
23. Who can be a cheerleader?
24. Who can write well?
25. Who can be good in arithmetic?
26. Who can read well?
27. Who can be a doctor?
28. Who can milk a cow?
29. Who can take a kid fishing?
30. Who can go hunting?
31. Who can be on the police force?
32. Who can be a fire fighter?
33. Who can be a librarian?
34. Who can shop for groceries?
35. Who can stay home with a sick child?
36. Who can earn most of the family's money?
37. Who can help a child with arithmetic homework?
38. Who can help a child with minor cuts or scrapes?
39. Who can cry when they are unhappy?
40. Who can stay calm in a serious emergency?

Now, find Number Fifty-One at the bottom of the page.
Circle the boy if you are a boy or circle the girl if
you are a girl.

ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES



ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES



ACCEPTABLE BEHAVIOR FOR MALES AND FEMALES



BEHAVIORS YOU PERCEIVE TO BE
ACCEPTABLE FOR MALES AND FEMALES

4-6

Score Tally Sheet

<u>Score</u>	<u>Pretest</u>	<u>Posttest</u>
	<u>Number of Participants</u>	<u>Number of Participants</u>
40	3	0
41	5	0
42	4	0
43	7	0
44	19	0
45	21	11
46	17	10
47	37	14
48	116	17
49	142	18
50	116	30
51	186	42
52	214	69
53	287	74
54	246	81
55	162	86
56	105	109
57	109	115
58	87	218
59	54	297
60	38	254
61	29	197
62	25	86
63	27	84
64	19	77
65	15	41
66	14	34
67	12	18
68	11	17
69	7	12
70	8	8
71	3	7
72	5	4
73	4	3
74	1	1
75	0	1
76	0	1
77	0	1
78	0	0
79	0	0
80	0	0
	<u>2155</u>	<u>2155</u>

Median Score: Between 52 and 53
Average Score: 51.72

Median Score: Between 57 and 58
Average Score: 55.30

APPENDIX G

Me

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

APPENDIX H

Female

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

APPENDIX I

Male

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

APPENDIX J

Healthy Adult

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

APPENDIX K

HANDBOOKSex-role Awareness Teaching Strategies**To The Teacher:**

This packet of strategies is to serve as a model and can be applied to different grade levels. Teachers who participated in the pilot program designed these plans and used them with their classes. They are only examples. You may wish to develop your own.

LANGUAGE CAN BE SEXIST

Objective: Students will identify terms that limit on the basis of sex. Students will search for alternatives.

Rationale: A culture's language reflects its values. The English language is sexist.

Materials: Marker, newsprint or chalkboard and chalk.

Activity: To examine sexist language and let students list nouns that refer to a specific sex.

After they have made this list, let the students list non-sexist words that could be used instead:

(Examples listed below)

Sex-Oriented

Workman
Fisherman
Fireman
Policeman
Postman
Stewardess
Brotherhood

Non-Sexist

Worker
Fisher
Fire Fighter
Police Officer
Letter Carrier
Flight Attendant
Unity

INDIVIDUAL PRIDE

Objective: It is hoped that each student will share personal feelings with the class to increase positive sexual identify.

Rationale: In American culture, it is often considered "bad" to express personal pride. We were taught not to "brag" or be "boastful". As a result, many students have learned to be negative about themselves. Often, students are not encouraged to feel good about themselves and are not given an opportunity to express their positive feelings.

Materials: A supportive attitude from the teacher.

Activity: This activity can be used as a warm-up for reading, or as a closure activity after a social studies class.

Let the students sit in a circle and give each student an opportunity to share one or more, --"I'm proud of myself because _____. Any student who wishes may pass or not comment.

I AM ME !

Objectives: Students will explore their own experiences and feelings in order to gain a more accurate picture of themselves.

Rationale: Students often perceive themselves one way, while others may perceive them quite differently. This is an excellent way for teachers to get to know their students and to begin to understand some of their true self-concepts.

Materials: Student open-ended journal.

Activity: Fill out open-ended questionnaire journal dealing with the perception of significant others as related to self-concept development of the students.

Tips: Teachers need to use this information with care. Do not try to analyze the student nor make judgments. Let the student share this information with you or use it for their own self-evaluation.

STUDENT JOURNAL

When I was _____ years old, I _____
I _____ and _____
I _____.
When I was _____, my father/mother thought I _____
_____ but really I _____
_____. My friends thought I _____
_____ but really I _____
_____. Of course, my teachers _____
_____.
For the first time, I _____
_____ was important to me.
I loved _____
and I hated _____.
My best friend at the time was _____
_____. My favorite song was _____
_____. I loved to watch _____ on TV.
The best thing that happened when I was _____ was _____
_____, and the worst was when _____
_____. My most embarrassing moment was when _____
_____.
I promised my self that when I grew up I would _____
_____.
It was _____ being _____ that summer and year of _____
_____ and I would _____ being _____ again.

TOYS CAN TEACH

Objective: Students will classify toys as "girl" toys and "boy" toys. Students will analyze how this teaches children socially approved roles.

Rationale: The process of social control begins very early and has long-range harmful effects. The most damaging seem to result from early socializing of females into dependent roles. Little girls generally receive more affection, more protectiveness, more control and more restrictions than little boys. Toys reflect the independent, physically active, variety of roles in play that is expected of boys; and passive, dependent, home-oriented roles in play that are expected of girls. "The boy is being prepared to mold his world; the girl to be molded by it!"

Materials: Toy catalogues or other old books and magazines with toys, and poster board.

Activity: Divide the class into several single-sex groups.

Let each group clip pictures of toys for their sex. Glue them to the poster and label "Boys" - "Girls" poster. Are there toys on these posters that the opposite sex would like to have?

Regroup into mixed-gender groups. Now make a poster of toys that everyone would like to play with.

A LOOK AT SPORTS AND ATHLETICS

Objective: Student will clarify his/her personal attitudes toward equality in sports and athletics.

Rationale: Often, girls are discouraged from full physical-fitness development because of limited programs, stereotypical ideas of feminine daintiness or passive participation, and emphasis on male athlete role models.

Materials: Athletic Survey Forms

Activity: Teacher distributes the attached survey form to each student. These may be used as discussion starters or precede the reading of a story about a famous female athlete.

Teachers may use this form to introduce a unit on the importance of effective physical fitness for everyone.

ATHLETIC SURVEY FORM

(adapted from Women Sports, September, 1974)

Check One: Girl _____ Boy _____

1. Who is your favorite athlete?

Why?

2. What is an thlete?

3. What sports do you play?

Why?

4. Is there any sport you would like to play, but haven't had the opportunity?

5. Do you think boys and girls should play on the same teams?

Why or why not?

6. Would you like to be a professional athlete?

Why or why not?

7. Do the adults in your home like to watch sports?

Who, which ones?

8. Do the adults in your home participate in any sports?

Who, which ones?

WHY DO INANIMATE OBJECTS HAVE GENDER LABELS?

- Objective:** Students will examine the origin of gender assignment to non-animated objectives in both our American culture in other cultures.
- Rationale:** Sex-stereotyping is so prevalent that even certain neuter objects are associated with our stereotypical image of the sexes. Students can look objectively at objects and later transfer the reasons for the stereotyping to themselves and others. Have students make cross cultural comparisons.
- (Many other cultures identify objects by gender in their language).
- Materials:** Numbered pictures of objects from home and school environment displayed around the room. (20 to 50 items). (Objects such as: pencil, hammer, soap, book, kitchen utensil, easy chair, pen, etc.)
- Activity:** Instruct the students to number their papers and assign a gender for each item: male, female, neither. Then, discuss the results and discrepancies. Question how the objects came to be assigned specific genders and the appropriateness of such labeling.

REVERSING GENDER ROLES IN ELEMENTARY STORIES

Objective: Students will experience and appraise their own reactions and feelings when sex roles are reversed in reading materials.

Rationale: Many times students are more aware of their own biases and more tolerant of others if they have an opportunity to "walk a mile in the other person's shoes".

Materials: Stories, reading books, etc.

Activity: Students will read a story together as a class or in a small group, substituting a female name for each male character and a male name for each female character in the story.

After the students complete the story, the teacher will help the students examine their feelings and reactions.

Of course, the questions would need to be designed for the individual story selected. Some important kinds of discussion questions might include:

1. Did the story sound funny when the roles were reversed?
2. Did you like to see the girl (or woman) make decisions and get others out of trouble or solve their problem?
3. Did it seem strange to see the father taking care of the house while the mother went to another job? Why?
4. Did it seem strange to see the male character confused or needing help? Why?
5. Was it funny to read about boys worrying about what kinds of clothes to wear or how their hair looked?

6. Is it different to read a story about girls doing adventurous, brave, dangerous activities?
7. Did it seem "natural" to see boys cooking, sewing, or babysitting? Why?
8. If the main character was a famous person as a President or Diplomat, did it seem strange to read about a woman in this role?

HISTORY AND HERSTORY

Objective: Students will research the life stories of figures from history to gain a more realistic perspective of women's as well as man's role in the development of America.

Rationale: One has no future who has no past - Teachers must provide opportunities for students to learn about the real and often overwhelming struggles of both women and men and their contributions to American life.

Activity: Historical research. Students should be encouraged to research information about less well-known figures from American history. Every attempt must be made to include appropriate women as well as men as an integrated part of their historical period, rather than as separate entities set apart from "regular" history lesson.

Students should be encouraged to present the data, in creative ways -- pictures, skits, reports, paintings, tapes, news casts, etc.

The following list of historical women can help the teacher as she/he searches for data.

Abigail Adams	Constance Motley
Jane Adams	Lucretia Mott
Susan B. Anthony	Lydia Mott
Ti-Grace Adkins	Carrie Nation
Clara Barton	Florence Nightingale
Mary McLeod Bethune	Emmeline Pankherst
Ann Bradstreet	Frances Perkins
Elizabeth Blackwell	Pocahontas
Amelia Bloomer	Eleanor Roosevelt
Mary Cassett	Alice Roosevelt
Shirley Chisholm	Sacajawea
Dorothea Dix	Margaret Sanger
Charlotte Foster	Margaret Chase Smith
Margaret Fuller	Elizabeth Cady Stanton
Grinike Sisters	Gloria Steinem
Sara Joseph Hall	Lucy Stone
Ann Hutchison	Harriet Beecher Stowe
Mary Lyon	Sojourner Truth
Emma Lazarus	Harriet Tubman
Virginia Miner	Mercey Otis Warren

CAREER CONSIDERATIONS

Objective: Students will not limit their career considerations to stereotypically defined occupations.

Rationale: Career options are considered limited by many students because they have never seen members of their sex group in a non-traditional career role. It is very important for students to observe females and males in what is considered by most non-stereotypical roles.

Activity: Field trips to resource sites where workers are males and females.

The discussions both while on the trip and in the classroom should emphasize that success on-the-job depends on the worker's abilities, interest, and performance, and not the sex.

Suggested Sites:

Police Department
Telephone Company
City Departments
A court with both Male and Female Judges
Hospitals with both Male and Female Doctors

THE NON-SEXIST, NON-RACIST CLASSROOM CHECKLIST

The following checklist is meant to be used as a self-evaluation tool. It will be helpful to you only if you answer the questions honestly. Answer in relation to the way you really feel, act or think, and not the way you would like to think, or act, or how you should feel.

Look around the classroom.

1. How many pictures are there of:

girls _____ boys _____ minority group _____

2. Are there any pictures of girls in active, physical activities?

3. Do any pictures show boys in thoughtful or nurturing roles?

4. If there are displays related to careers, are females shown in a variety of careers including non-traditional roles?

What careers are shown for males?

Are different ethnic groups represented?

5. Do you find yourself grouping the students by sex? _____ by race? _____

For what activities?

Why?

6. Check the statements which best describe your reaction to a child's appearance.

Girls

_____ "What a pretty dress."

_____ "That's a food warm sweater to wear on a cold day."

_____ "You came in like a big girl today."

_____ "Linda is wearing ribbons!"

- _____ "Those are good shoes for running."
- _____ "Short sleeves are comfortable on a warm day like today."

Boys

- _____ "What a handsome suit!"
- _____ "That's a good warm sweater to wear on a cold day."
- _____ "You came in like a big boy today."
- _____ "Mark has his hair parted like a girl's."
- _____ "You look nice today."
- _____ "That's a good shirt to play in."

7. Look at the work centers in the room.

- a. Are the library or reading books and materials grouped separately for girls and boys? Yes _____ No _____
- b. Grouped separately, do the books for girls pertain to home skills, girls who act helpless or need protection?
- yes _____ No _____

Are the boys' books about sports and national leaders? Yes _____ No _____

8. Do you give all students responsible classroom tasks regardless of sex or race?

Do girls learn to run the projectors?

Do minority children serve as group leaders? Why or why not?

VALUES VOTING

Objective: Students will publically acknowledge an attitude toward certain issues. Students will observe that there may be a wide range of opinions on any issue.

Rationale: Many students seldom have the opportunity to publically acknowledge a value or attitude judgment in a non-threatening setting. This is a quick way to demonstrate diversity of opinion.

Materials: A list of questions can be used with any subject.

Activity: Values Voting - The group is asked questions which begin with the phrase, "How many of you....?" After each question, participants indicate their position by a show of hands. Affirmative responses are indicated by raised hands; disagreement indicated by arms folded over chest; passing is indicated by no action at all.

Values voting can be used with any issue. It can be used as an isolated activity or it is used effectively as a discussion starter (or ti-pair students who disagree on a subject and conduct mini-debates; or look for supporting data for both sides).

Sixth graders have handled this strategy very well.

Tips: Suggested questions related to sex roles are attached.

QUESTIONS

How many of you...

1. Think it should be o.k. for a man to stay at home as a house-husband, and for the wife to be the main breadwinner?
2. Would be offended if a date opened doors, etc., for you?
3. Would feel somewhat uncomfortable if a female student said that she was determined to become a heart specialist? A senator? President of the United States?
4. Have ever wished that you had been born a member of the opposite sex?
5. Think that men dislike highly intelligent women?
6. Think that boys shouldn't play with dolls?
7. Sometimes play dumb when you are with a group of friends?
8. Sometimes play dumb in class?
9. Think that boys should help with washing the dishes, making beds, and other housekeeping tasks?
10. Are afraid to speak up when you are in large meetings or classes?
11. Think that it is o.k. for girls to ask boys for dates?
12. Would like to be whistled at when you walk down the street?
13. Think a woman should marry a man who is smarter than she is?
14. Think a man should marry a woman who is smarter than he is?
15. Think it is appropriate for a woman to work when she has pre-school children?
16. Would not like to work for a woman boss?

HEALTHY ADULT

IX

OBJECTIVES: Participants will become aware of their own attitudes and behaviors which are based on sex-role stereotypes.

APPROXIMATE TIME: 30 minutes

MATERIALS: *Me IX-1
*Male IX-2
*Female IX-3
*Healthy Adult IX-4
pencil for each participant
3 sheets of newsprint
3 felt tip pens
masking tape

PREPARATION: Duplicate the handouts as follows:
Me (IX-1) one for each participant
Male (IX-2) one for one-third of the participants
Female (IX-3) one for one-third of the participants
Healthy Adult (IX-4) one for one-third of the participants
Review the activities and the handouts.

ACTIVITIES:

1. "The purpose of this activity is to help us become aware of our own attitudes and actions which are based on sex-role stereotypes."
2. Give each participant the handout, "Me" (IX-1).
3. "Complete this sheet by checking the space you feel best describes you. For example, if you are aggressive, place your check on the first space beside aggressive. If you are non-aggressive, place your check on the first space beside non-aggressive. On the other spaces you can show where, on the continuum between aggressive and non-aggressive, you best fit. You will not share this sheet with anyone. Work quickly, indicating your first response."
4. Allow time for participants to complete the sheet.
5. When they have completed their sheets, say: "Put your completed sheet aside for now. You will need to look at it later."
6. "To complete this exercise, you need to work in small groups. We need three small groups as evenly balanced with men and women as possible."
7. Allow the participants time to break into three groups. The groups should not be working near each other.
8. "I will give each of the small groups a set of sheets similar to the one you just completed. Each small group will have a different set of sheets. Please do not let the other groups know the title of your sheet. You will complete the sheet in the same way you completed your 'Me' handout. This time, however, you will have to generalize about people which is something that we're trying to learn not to do, but something that we actually do every day. Complete your sheet now, as quickly as you can, indicating your first response."
9. Give the "Male" handout (IX-2) to each participant in one small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe males in general. That is, if they think most males are aggressive, they should place a check beside aggressive; if they think most males are non-aggressive, they should place a check beside non-aggressive, etc.
10. Give the "Female" handout (IX-3) to each participant in another small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe females in general.
11. Give the "Healthy Adult" handout (IX-4) to each participant in the last small group. Each participant should complete the sheet indicating the words which he/she feels most nearly describe mentally healthy adults in general.
12. Allow participants time to complete their sheets.
13. Give each small group a sheet of newsprint and a felt tip pen.
14. When the sheets are completed, say: "Each small group should now work together to come to a consensus on ten words which best describe the word at the top of your sheet. Write the ten words on a sheet of newsprint so that you can share it later with the total group."
15. Move around the small groups to make sure that the group working with the "Male" handout is compiling a list of ten words which they think best describe males in general, the group with the "Female" handout is making a list of ten words which they think best describe females and the group with the "Healthy Adult" handout is making a list of ten words which they think best describe mentally healthy adults.

-
16. When each small group has their list of ten words, ask them to meet together in a large group.
 17. "We would like you to share your information with the total group." Allow each group to share their list of ten words. They should not disclose whether their list describes males, females or healthy adults. Post the newsprint lists around the workshop space.
 18. After all three groups have reported out, say: "One of our lists describes a typical male, one describes a typical female and the other describes a typical healthy adult. See if you can correctly identify the lists."
 19. When the lists are identified, ask someone from each small group to label their list "Male," "Female" or "Healthy Adult."
 20. "According to our own study, is our idea of a healthy adult more like our idea of a male or more like our idea of a female?"
Note: The results may show that neither the male or female is similar to a healthy adult!
 21. "What do these results mean?"
 22. You might want to share the following information with the participants: "Donald Broverman did a study in which he gave 70 clinical psychologists a similar poll. The Broverman Study found that their concepts of a male were not significantly different from their concept of a healthy adult but that their concept of a female was very different from that which they felt made a healthy adult."
 23. To conclude this activity, ask participants to get out their handout, "Me" (IX-1). Allow them enough time to compare their idea about themselves with the small groups' ideas of a male, female and healthy adult. Allow, but do not require, comments.
- Optional: Two friends may want to follow up (on their own time) with the following activity. One person (in this example, a woman) checks her "Me" handout for herself. Her friend (in this example, a man) checks the "Female" handout that reflects his view of his friend in particular. When the sheets are completed, the woman can find out if her friend sees her as she sees herself.

Me

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

Male

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

Female

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

Healthy Adult

Aggressive	— — — — —	Nonaggressive
Independent	— — — — —	Dependent
Emotional	— — — — —	Unemotional
Subjective	— — — — —	Objective
Submissive	— — — — —	Dominant
Excitable	— — — — —	Not excitable
Active	— — — — —	Passive
Competitive	— — — — —	Not competitive
Logical	— — — — —	Illogical
Home-oriented	— — — — —	Worldly
Indirect	— — — — —	Direct
Feelings easily hurt	— — — — —	Feelings not easily hurt
Adventurous	— — — — —	Cautious
Cries easily	— — — — —	Never cries
Leader	— — — — —	Follower
Self-confident	— — — — —	Unsure
Ambitious	— — — — —	Not ambitious
Handles ideas	— — — — —	Handles feelings
Concerned about appearance	— — — — —	Not concerned about appearance
Talkative	— — — — —	Not talkative
Blunt	— — — — —	Tactful
Aware of others' feelings	— — — — —	Unaware of others' feelings
Neat	— — — — —	Sloppy
Loud	— — — — —	Quiet
Tender	— — — — —	Tough

THE NON-SEXIST, NON-RACIST CLASSROOM CHECKLIST

The following checklist is meant to be used as a self-evaluation tool. It will be helpful to you only if you answer the questions honestly. Answer in relation to the way you really feel, act or think, and not the way you would like to think, or act, or how you should feel.

Look around the classroom.

1. How many pictures are there of:

girls _____ boys _____ minority _____
group

2. Are there any pictures of girls in active, physical activities?
3. Do any pictures show boys in thoughtful or nurturing roles?
4. If there are displays related to careers, are females shown in a variety of careers including non-traditional roles?

What careers are shown for males?

Are different ethnic groups represented?

5. Do you find yourself grouping the students by sex? _____ by race? _____

For what activities?

Why?

6. Check the statements which best describe your reaction to a child's appearance.

Girls

_____ "What a pretty dress."

_____ "That's a good warm sweater to wear on a cold day."

_____ "You came in like a big girl today."

_____ "Linda is wearing ribbons!"

_____ "Those are good shoes for running."

_____ "Short sleeves are comfortable on a warm day like today."

Boys

_____ "What a handsome suit!"

_____ "That's a good warm sweater to wear on a cold day."

_____ "You came in like a big boy today."

_____ "Mark has his hair parted like a girl's."

_____ "You look nice today."

_____ "That's a good shirt to play in."

7. Look at the work centers in the room.

a. Are the library or reading books and materials grouped separately for girls and boys? Yes _____ No _____

b. Grouped separately, do the books for girls pertain to home skills, girls who act helpless or need protection?

Yes _____ No _____

Are the boys' books about sports and national leaders? Yes _____ No _____

8. Do you give all students responsible classroom tasks regardless of sex or race?

Do girls learn to run the projectors?

Do boys sometimes grade papers?

Do minority children serve as group leaders? Why or why not?

APPENDIX L

PRACTICUM OBSERVATION CHECKLIST
TALLY CHART FOR PRINCIPALS' OBSERVATION

<u>School</u>	<u>Item</u>	<u>First Observation</u>									
		1	2	3	4	5	6	7	8	9	10
1	F	F	No	Yes	Yes	Yes	4	Yes	Yes	75	2
2	F	F	Yes	Yes	Yes	No	2	No	No	--	5
3	F	F	Yes	Yes	Yes	Yes	5	Yes	Yes	95	1
4	F	F	No	Yes	Yes	Yes	5	Yes	Yes	95	1
5	F	F	Yes	Yes	Yes	No	2	No	No	--	5
6	F	F	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
7	M		Yes	Yes	Yes	Yes	5	Yes	Yes	100	1

		<u>Second Observation</u>									
		1	2	3	4	5	6	7	8	9	10
1	F	F	Yes	Yes	Yes	Yes	4	Yes	Yes	85	1
2	F	F	Yes	Yes	Yes	Yes	4	Yes	Yes	75	2
3	F	F	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
4	F	F	No	Yes	Yes	Yes	5	Yes	Yes	100	1
5	F	F	Yes	Yes	No	No	1	No	No	--	5
6	F	F	Yes	Yes	Yes	Yes	5	Yes	Yes	100	1
7	F	F	Yes	Yes	Yes	Yes	5	Yes	No	--	2

APPENDIX M

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Procedures and Plans for 1977-78

Each school is required to submit an affirmative action plan by September 15, 1977 to the Adaptive Education Department. This plan will outline the manner in which the faculty plans to eliminate sex discrimination. The objectives of this plan should encompass the following:

1. To make all persons in the building aware of the subtle manners in which discrimination takes place:
 - . in textbooks and curriculum
 - . in vocabulary
2. To avoid treating any individual differently from another on the basis of sex by:
 - . subjecting any person to separate or different rules of behavior or treatment
 - . denying girls privileges that boys enjoy (i.e. running projectors, assisting in other school jobs or activities)
3. To avoid denying any person on the basis of sex the benefits of or subject any person to discrimination under any academic, extra-curricular, occupational training or any other education program or activity; to avoid discrimination against any person on the basis of sex in counseling or guidance of students.
4. To provide equal opportunities for members of both sexes in interscholastic, club or intramural athletics by:
 - . accommodating the interests and abilities of members of both sexes
 - . providing equal equipment and supplies
 - . scheduling games and practice time on an equal basis
 - . providing equal facilities for members of both sexes
 - . providing physical education classes on a co-educational basis.

Note: On page 11 of "Policy for Sex Equality in Education", provision is discussed for separate activities in athletics.

Materials developed by the ESEA Title IV C project, Dissemination of Practices to Eliminate Sex Discrimination, are now available and assistance through the Teacher Education Center will be provided to conduct staff development sessions.

SCHOOL _____

PRINCIPAL _____

Goal(s):

Objectives to meet Goal(s):

Activities Planned (Please give dates):

Resources Needed to Implement the Affirmative Action Plan:

Technical assistance for providing a "WE" (Women in Education) workshop will be provided by calling the Director of Title IX or the Teacher Education Center.

Title IX is enforced by the Office for Civil Rights along with other legislation prohibiting discrimination based on race, color or national origin. Investigations by the Office for Civil Rights will be based on individual complaints and on independently initiated compliance checks. After a violation has been established and 90 days have been allowed for voluntary compliance, the following enforcement actions may be taken:

1. Federal financial support may be cut; or
2. Other legal measures may be taken such as referring the matter to the Department of Justice with recommendations for court proceedings.

The procedure for processing grievances in the DISD is outlined on page v of the handbook "Policy for Sex Equality in Education." Please be sure every employee in your school is familiar with the regulations and also with the grievance procedure.

APPENDIX O

equal
opportunity
with Title IX

dallas independent school district

policy statement:

The passage of civil rights legislation over the past 20 years has reflected the awareness of the existence of inequality and a need to eliminate this problem.

Title IX of the Education Amendments of 1972 expanded the laws as they relate to discrimination on the basis of sex. Specifically, Title IX states: "No person in the United States on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

That means school systems all over the country must make sure that boys and girls alike receive appropriate counseling . . . equal access to classes and courses, athletics and physical education programs . . . equal treatment in discipline and instruction.

Title IX rules and regulations required educational institutions receiving Federal financial assistance to

adopt a notification policy on or before October 21, 1975. The notification policy adopted by the Board of Education of the Dallas Independent School District on October 8, 1975, states:

The Dallas Independent School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The district policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities. Inquiries concerning the application of Title IX may be referred to Mrs. Frances Allen, Assistant Superintendent — Adaptive Education for the Dallas Independent School District, whose office is located at 3700 Ross Avenue, Dallas, Texas 75204, telephone number 824-1620, extension 487.

sex discrimination in education:



Our children are frequently denied equal educational opportunity on the basis of their sex. Sex and racial discrimination limit the ability of all children to develop to their full potential.

The regulation to implement Title IX went into effect July 21, 1975. Educators must continue their efforts to ensure that each student is provided the experiences, skills and knowledge to make equal opportunity a reality in the schools.

School employees must act to inform themselves of the requirements of the law and to examine educational institutions to determine compliance with these laws, to modify any policies or programs which are discriminatory, and to implement activities and educational opportunities for those who have been discriminated against.

Para mas información sobre discriminación sexual, llame al Centro de Acción (824-5251) y pregunte por Obed Aguilar.

DISD grievance procedure:

level one

1. All grievances based upon Title IX must be presented orally to the Principal or immediate supervisor of the grievant within ten (10) days of the act or omission complained of and the Principal or immediate supervisor and the grievant will attempt to resolve the matter informally.
2. If the grievant is not satisfied with the action taken or the explanation given by their Principal or immediate supervisor the grievant shall, within ten (10) days after meeting with their Principal or immediate supervisor, file a written statement with their Principal or immediate supervisor setting forth in detail how the grievant claims to have been discriminated against. This written statement shall contain, in addition to the above, the time, place, and nature of the alleged act or omission and must be signed by the grievant.
3. In the event the grievant does not submit to their Principal or immediate supervisor a written statement as required, their failure to do so shall be deemed as an acceptance of the informal decision rendered by their Principal or immediate supervisor.
4. After receipt of the written statement setting forth how the grievant was allegedly discriminated against, the Principal or immediate supervisor shall hold a hearing and render a decision in writing to the grievant within ten (10) days.
5. The written decision of the Principal or immediate supervisor shall be deemed to be accepted by the grievant unless the grievant notifies the Director in writing within ten (10) days of the date of the written decision of the grievant's intention to appeal the written decision of their Principal or immediate supervisor.

level two

1. Upon receipt by the Director of the written notice that the grievant intends to appeal the decision of their Principal or immediate supervisor, the Director shall notify the grievant in writing within five (5) days and shall advise the grievant of the date and time upon which the matter will be considered by the Director. The Director shall schedule a hearing on the matter no later than thirty (30) days from the date of receipt of the grievant's written notice of intention to appeal the written decision of their Principal or immediate supervisor.
2. The written statement submitted by the grievant to their Principal or immediate supervisor in Level One shall form the basis of the grievance before the Director. The grievant shall submit any and all additional information on their behalf which they desire to the Director in writing no later than five (5) days prior to the date upon which the matter is scheduled for hearing by the Director.
3. In the event the grievant does not personally attend the hearing scheduled by the Director, their failure to attend shall be deemed as an acceptance of the written decision rendered by their Principal or immediate supervisor at Level One.
4. The Director shall render a written decision within ten (10) days of the date upon which the matter was heard, and the decision of the Director shall be final.

dallas independent school district

3700 Ross Avenue
Dallas, Texas 75204

APPENDIX N

1 AUGUST 1977 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	5 DECEMBER 1977 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	9 APRIL 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
2 SEPTEMBER 1977 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	6 JANUARY 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 MAY 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
3 OCTOBER 1977 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	7 FEBRUARY 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	11 JUNE 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
4 NOVEMBER 1977 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	8 MARCH 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	12 JULY 1978 SUN MON TUE WED THU FRI SAT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

LEGEND

RED — Non-School Days (Holidays)

GREEN — Staff Development

YELLOW — End of six weeks division; Statistical reports

HEAVY LINE — Scholastic month ends; Tuition reports

MONTHLY — Days on which payroll transmittal sheets are due for teachers

SPECIAL OBSERVANCES (Listed on Back)

Board of Education meetings are held on the fourth Wednesday at 1:30 p.m. and on Tuesday evenings preceding the second Wednesday at 7:30 p.m. at the School Administration Building, 3700 Ross Avenue.

STAFF DEVELOPMENT FOR TEACHERS

Non-School Days Early Release Days

August 22-26, 1977
November 23, 1977
March 3, 1978
May 5, 1978
June 2, 1978

Students are excused at 2:00 p.m.

on the following days:

Friday, September 9	Friday, February 10
Friday, September 23	Friday, February 24
Friday, October 28	Friday, April 14
Friday, November 11	Friday, April 28
Friday, December 9	Friday, May 12
Friday, January 13	

First Quarter
Second Quarter
Third Quarter

TOTAL DAYS

TEACHERS PUPILS

65 60
59 58
61 57

185 175

HOLIDAYS FOR TWELVE-MONTH EMPLOYEES

Labor Day	Sept. 5, 1977	New Year's Day	Jan. 2, 1978
Fair Day	Oct. 14 or 21, 1977	Spring Vacation	March 24, 1978
Thanksgiving	Nov. 24 and 25, 1977	Independence Day	July 3 and 4, 1978
Winter Vacation	Dec. 22, 23, and 26, 1977		

Holidays for Pupils

LABOR DAY — September 5, 1977

TEXAS STATE FAIR DAY — Friday, Oct. 14, 1977 Elementary Schools Friday, Oct. 21, 1977, Secondary Schools

THANKSGIVING — Begins at the regular afternoon dismissal time at each school for students November 22, 1977, and for teachers November 23, 1977.

WINTER VACATION — Begins at the regular afternoon dismissal time at each school December 16, 1977. Schools reopen for students and teachers January 3, 1978.

SPRING VACATION — Begins at the regular afternoon dismissal time at each school for students March 16, 1978, and for teachers March 17, 1978. Schools reopen for students and teachers March 27, 1978.

If it becomes necessary to dismiss school during the year because of weather or illness, the spring vacation will be reduced or the third quarter will be extended into June to compensate for lost time.



**CALENDAR OF WORK DAYS AND HOLIDAYS
FOR
ADMINISTRATION BUILDING PERSONNEL
1977-1978**

	Beginning Date	Ending Date	Total Work Days	Vacation Days	Holidays
Executive Team	9-1-77	8-31-78	230	20	11
Deputy Assistant Superintendent	9-1-77	8-31-78	230	20	11
Administrator	9-1-77	8-31-78	230	20	11
Administrative Assistant	9-1-77	8-31-78	230	20	11
District Architect and Engineer	9-1-77	8-31-78	230	20	11
Director	9-1-77	8-31-78	230	20	11
Associate Psychologist — All Levels	9-1-77	8-31-78	230	20	11
Assistant Administrators	9-1-77	8-31-78	230	20	11
Assistant Directors	9-1-77	8-31-78	230	20	11
Assistant to Director/Administrators	9-1-77	8-31-78	230	20	11
Coordinators and Cluster Coordinators	9-1-77	8-31-78	230	20	11
Principal Analyst and Senior Analyst	9-1-77	8-31-78	230	20	11
Senior, Associate, and Assistant Research Scientists	9-1-77	8-31-78	230	20	11
Principal Planners, Associate and Assistant Planners	9-1-77	8-31-78	230	20	11
Principal Evaluators, Senior, Associate and Assistant Evaluators	9-1-77	8-31-78	230	20	11
Analyst	9-1-77	8-31-78	230	20	11
Senior Programmer, Programmer/Analyst	9-1-77	8-31-78	230	20	11
Facilitator (Administrative Level)	9-1-77	8-31-78	230	20	11
Accountant III	9-1-77	8-31-78	230	20	11
Programmers	9-1-77	8-31-78	230	20	11
Accountant I, II	9-1-77	8-31-78	230	20	11
Data Manager	9-1-77	8-31-78	230	20	11
Computer Operator II, III	9-1-77	8-31-78	230	20	11
Secretaries, Clerks	9-1-77	8-31-78	230	20	11
Facilitator (Teacher Level), Resource Teacher, Resource Administrators, and Curriculum Writers					To be determined by the General Superintendent

EXTENSIONS OF ADMINISTRATION BUILDING

Educational Diagnosticians	8-08-77	6-09-78	200		
Teachers-in-Charge (Youth Action Centers)	8-08-77	6-09-78	200		
Skyline Career Development Staff	9-01-77	8-31-78	230	20	11
Plan A Clerk-Typists	8-08-77	6-09-78	200		
Driver Education Assistants	8-22-77	6-02-78	185		
Dunbar Curriculum Clerks	8-15-77	6-30-78	210		
Paraprofessionals	8-22-77	6-02-78	185		
	8-01-77	6-16-78	210		
	7-25-77	6-23-78	220		
	9-01-77	8-31-78	230	20	11
Campus Officers	9-01-77	8-31-78	240	10	11
Home/School Advisors	9-01-77	8-31-78	230		

Personnel working less than 230 days will have the same holidays as those shown on the calendar.

SPECIAL OBSERVANCES — 1977

September 17-23	Constitution Week
September 23	American Indian Day
October 4-15	Fire Prevention Week
October 4-15	National School Lunch Week
October 24	Veterans' Day
November 13-19	American Education Week
November 6-11	National Book Week
December 10	Human Rights Day
January 15	Martin Luther King's Birthday
February 12-18	Afro-American Heritage Week
February 20-24	Brotherhood Week
February 22	George Washington's Birthday
March 2-10	Texas Public Schools Week
April	Week of the Young Child
May 1	Law Day U.S.A.
May 5	Cinco de Mayo
July 4	Independence Day

1978

**HOLIDAYS FOR
TWELVE-MONTH EMPLOYEES**

Labor Day	Sept. 5, 1977
Fair Day	Oct. 14 or 21, 1977
Thanksgiving	Nov. 24 and 25, 1977
Winter Vacation	Dec. 22, 23, and 26, 1977
New Year's Day	Jan. 2, 1978
Spring Vacation	March 24, 1978
Independence Day	July 3 and 4, 1978

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